DOCUMENT RESUME

ED 107 555 SO 008 315

AUTHOR	Henning, Joel F.; And Others
TITLE	Law-Related Education in America: Guidelines for the Future. Report of the American Bar Association Special Committee on Youth Education for Citizenship.
INSTITUTION	American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.; Chicago Univ., Ill. Industrial Relations Center.
SPONS AGENCY	Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
PUB DATE	75
NOTE	262p.; Related document is SO 008 314
AVAILABLE FROM	American Bar Association, YEFC, 1155 East 60th Street, Chicago, Illinois 60637 (Single copies available free of charge while supply lasts)
EDRS PRICE	MF-$0.76 HC-$13.32 PLUS POSTAGE
DESCRIPTORS	*Curriculum Development; *Educational Finance; Elementary Secondary Education; Guidelines; Information Dissemination; *Law Instruction; *Program Guides; Social Studies; Teacher Education

ABSTRACT

This report is based upon a study of law-related education in America supported by a grant from the Law Enforcement Assistance Administration (LEAA). The study involves a national survey of law-related education projects active in elementary and secondary schools and public and private agencies which have supported or might support such projects, including foundations and government agencies. The objectives of the study are (1) to compile and analyze information on the strengths and weakness of law-related education projects; (2) to compile and analyze information on the practices, procedures, and priorities of existing and potential funding sources; and (3) to issue recommended guidelines on law-related education. Chapter one of the document attempts to define law-related education; chapter two is concerned with project structure and administration; and chapter three deals with teaching and learning providing guidelines for educational goals, teacher training, curriculum and materials development and program evaluation. Funding is the primary concern of the fourth chapter which includes recommended guidelines for funding. Chapter five deals with the future of law-related education. Several appendices provide a listing of program goals, analysis of the data, and a description of projects which serve as examples of project design and educational methodology discussed in the text. (Author/JR)

ED107555

LAW-RELATED EDUCATION IN AMERICA
GUIDELINES FOR THE FUTURE

REPORT OF THE AMERICAN BAR ASSOCIATION SPECIAL COMMITTEE ON YOUTH EDUCATION FOR CITIZENSHIP

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Charles J. White
Susan Davison
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

AMERICAN BAR ASSOCIATION

ST. PAUL, MINN.
WEST PUBLISHING CO.

00002

ED107555

JUN 2 1975

LAW-RELATED EDUCATION IN AMERICA
GUIDELINES FOR THE FUTURE

REPORT OF THE AMERICAN BAR ASSOCIATION SPECIAL COMMITTEE ON YOUTH EDUCATION FOR CITIZENSHIP

Project Director:	JOEL F. HENNING
Assistant Project Director:	SUSAN E. DAVISON
Principal Writer:	CHARLES J. WHITE, III
Editorial Consultant:	MARSHALL ROSENTHAL

Survey Research by the Industrial Relations Center of the University of Chicago, John R. Stanek, Project Director.

This project was supported by Grant No. 73DF-99-0015, awarded by the Law Enforcement Assistance Administration, U.S. Department of Justice under the Omnibus Crime Control and Safe Streets Act of 1968, as amended. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

ST. PAUL, MINN.
WEST PUBLISHING CO.

00003

COPYRIGHT © 1975
By
AMERICAN BAR ASSOCIATION
All rights reserved
Printed in the United States of America

Library of Congress Catalog Card Number: 74-33848

00004

The American Bar Association
Special Committee on Youth Education for Citizenship

JUSTIN A. STANLEY, *Chairman*. Partner: Mayer, Brown and Platt; Chicago, Illinois.

WILLIAM H. BELL, *Vice-Chairman*. Partner: Rogers, Bell and Robinson; Tulsa, Oklahoma.

THOMAS J. BOODELL, JR. Partner: Boodell, Sears, Sugrue, Giambalvo and Crowley; Chicago, Illinois.

SYDNEY H. GROSSMAN. Partner: Grossman, Galchenski, Silverstein and Grossman; Denver, Colorado.

SCOTT M. MATHESON. General Solicitor: Union Pacific Railroad Company; Salt Lake City, Utah.

RICHARD C. MAXWELL. Professor of Law: School of Law, University of California, Los Angeles.

DONALD F. SANDBERG. Assistant to the President: Bancroft and Martin, Inc.; South Portland, Maine.

ISIDORE STARR. Professor of Education: Queens College; Flushing, New York.

WILLARD WIRTZ. President: Manpower Institute; Washington, D. C.

00005

Advisory Commission

JAMES F. AHERN. Director: Insurance Crime Prevention Institute; Westport, Connecticut.

TODD CLARK. Education Director: Constitutional Rights Foundation; Los Angeles, California.

R. KEEGAN FEDERAL, JR. Partner: Orr and Federal; Decatur, Georgia.

MERRILL F. HARTSHORN. Executive Secretary: National Council for the Social Studies; Washington, D. C.

PHILIP W. JACKSON. Dean: Graduate School of Education, University of Chicago; Chicago, Illinois.

LAWRENCE KOHLBERG. Professor of Education in Social Psychology: Graduate School of Education, Harvard University; Cambridge, Massachusetts.

MARY CONWAY KOHLER. Executive Director: National Commission on Resources for Youth, Inc.; New York, New York.

HOWARD MEHLINGER. Director: Social Studies Development Center, Indiana University; Bloomington, Indiana.

LAURA NADER. Professor of Anthropology: University of California; Berkeley, California.

CHARLES N. QUIGLEY. Executive Director: Law in a Free Society; Santa Monica, California.

DAVID SCHIMMEL. Professor of Education: School of Education, University of Massachusetts; Amherst, Massachusetts.

JUNE LOUIN TAPP. Professor of Child Psychology and Criminal Justice Studies: University of Minnesota; Minneapolis, Minnesota.

STAFF

Joel F. Henning, Staff Director
Norman Gross, Assistant Staff Director
Susan E. Davison, Assistant Staff Director
Charles J. White, III, Assistant Staff Director
Michael S. Sorgen, Assistant Staff Director
Earnestine Murphy, Secretary
Sydney Unnerstall, Secretary
Jane Koprowski, Secretary

00006

CONTENTS

	Page
Foreword	VII
Acknowledgements	IX
Introduction	XI
Summary of Recommendations	XVII
Chapter	
1. Law-Related Education: What It Is and Why It Is Needed	1
Reduction of Crime and Anti-Social Behavior	3
Restoration of Confidence and Encouragement of Responsible Political Participation	4
Development of Analytical Ability	5
2. Structure and Administration	7
Project Structure and Administration as a Means to Educational Reform	7
Accountability in Education and Management by Objectives	7
Local Project Design	8
Recommended Guidelines for Local Projects	9
The Design of Disseminating Projects	15
Recommended Guidelines for Disseminating Projects	16
Approaches to Dissemination	19
Project Administration	21
The Governing Body	24
Recommended Guidelines for Funding Agencies Regarding Project Structure and Administration	27
3. Teaching and Learning	30
Goals	30
Teacher Training	31
Curriculum and Materials Development	34
Methods of Instruction	38
Evaluation	41

00007

CONTENTS

Chapter		Page
4.	Funding	46
	The Project's Perspective on Funding	46
	The Grantor's Perspective on Funding	51
5.	The Future	58
	Developing a Movement: Communication, Cooperation, Coordination	58
	Furthering the Movement	60
	Long-Term Funding Needs	65
	Conclusion	69
Appendix		
1.	Description of the American Bar Association Special Committee on Youth Education for Citizenship	71
2.	Report of Industrial Relations Center's Survey of Law Enforcement Assistance Administration Agencies	73
3.	Report of Industrial Relations Center's Survey of K–12 Law-Related Education Projects	97
4.	Information Concerning YEFC's Working Conference to Assist in the Creation of Guidelines for K–12 Law-Related Citizenship Education Projects, May 17–18, 1974	123
5.	Law-Related Education Grants Made by Law Enforcement Assistance Administration Agencies, 1970–1974	132
6.	Descriptions of Selected Law-Related Education Projects	186
7.	Disseminating Projects in Law-Related Education	233

00008

FOREWORD

Law governs a great many of the relationships among individuals and between individuals and the state. It is fair to say that law, for better or for worse, pervades our lives. Thus it is essential that students in elementary and secondary schools are given the tools necessary to deal with legal problems which they confront as juveniles and will continue to meet throughout their adult lives.

In the last 10 years, lawyers and educators have begun to develop systematic curricular programs to teach law-related studies. Much has been accomplished. Many excellent materials and teaching strategies have been developed.

However, we believe that less than one percent of America's elementary and secondary students are currently exposed to systematic curricula in law-related studies. An equally small percentage of teachers has received training adequate for this purpose. Lawyers and law enforcement officials cannot and should not attempt to replace teachers. Nevertheless, there is much that lawyers, law enforcement officials and other community leaders can do to help educators prepare for the effective teaching of law-related studies.

We believe that this report will assist lawyers and law enforcement officials, as well as educators, who wish to participate in this important movement, but who feel reluctant to do so because of the lack of information as to standards and guidelines to inform their efforts.

Even with the volunteer services of lawyers and law enforcement officials, however, the movement for law studies in the schools cannot succeed without the investment of substantial funds over the next few years. Many officials of funding agencies, including some LEAA state planning agencies, other governmental agencies and private foundations, have been reluctant to support grant applications from law-related educational programs for lack of information concerning the

00009

field and an absence of guidelines upon which to assess grant applications. Thus we have devoted a considerable portion of this report to guidelines and recommendations to help current and potential donors of needed funds.

It is our hope that this report will assist those interested in the field to make informed judgments. We also hope that it will stimulate increased efforts from those already supporting law studies in the schools.

All of us—educators, lawyers, law enforcement officials, community leaders and students—will rarely if ever have an opportunity to participate in a movement that is more important to the future of our nation. Our goal is no less than the development of a better informed, more thoughtful, and responsible citizenry.

Justin A. Stanley, Esquire
Chairman—Special Committee on
Youth Education for Citizenship

00010

ACKNOWLEDGEMENTS

This report required the cooperation of many persons. LEAA staff members James Swain and Dennis Murphy supplied much information about LEAA funding of law-related education and helped us locate other useful sources of data and wisdom. Eugene Eidenberg, Chairman of the Illinois Law Enforcement Commission (ILEC), and David Fogel, its Director, were generous with their time, attending YEFC's Working Conference on Law-Related Education, and offering many insights into the practices and priorities of state planning agencies. Nick Dragash, ILEC's Supervisor of Grants Monitoring, provided much helpful advice and assistance on the complex matters of project administration.

Norman Gross, Assistant Staff Director of YEFC, was of invaluable assistance in preparing the descriptions of projects. YEFC's secretaries—Earnestine Murphy, Sydney Unnerstall, and Jane Koprowski—worked diligently on the survey questionnaires, the Working Conference and the manuscript, typing revisions with great competency and good cheer. Their care and concern for accuracy prevented many errors.

Appendix 4 lists over 60 persons who participated in YEFC's Working Conference, or commented on the issues raised there. Many of them also provided information about their projects, offered suggestions as to administrative models and funding considerations, and answered questions on instructional strategies and teacher-training models. We thank all of them.

We also acknowledge the help of those who provided other essential information, including: Lanette Baker (Law in a Changing Society [Dallas]); Rick Clarke (Law in a Free Society); Mary Foster (Moline [Illinois] Law-Focused Education Program); Arlene Gallagher (Law in American Society Foundation); Ben Goble (Lincoln-Lancaster County Criminal Justice Education Program [Lincoln, Nebraska]); Thomas J. Greene (Salt Lake City Schools Law in a Free Society Project); Peter Greer (National Humanities Faculty); Stanley R. Morgan (Salt Lake City Schools Law in a Free Society Project); David Naylor (Center for Law-Related Education [Cincinnati]); Ed O'Brien (Street Law—D. C. Project on Community Legal Assistance); LeGrand Rouse (South Caro-

00011

lina Department of Education); Robert Schell (Statewide Law-Related Education [Pennsylvania]); Alice Sesno (Illinois Project for Law-Focused Education); Harvey Share (Law-Focused Education Project: Rockford [Illinois] Public Schools); Scott Smith (Rights and Responsibilities of Citizenship in a Free Society [Missouri]); Mary Jane Turner (Colorado Legal Education Program); Jesse Vuncannon (North Carolina Department of Education); and Richard Weintraub (Youth and the Administration of Justice [Los Angeles]).

00012

INTRODUCTION

This report is based upon a study of law-related education in America, supported by a grant from the Law Enforcement Assistance Administration (LEAA) of the United States Department of Justice to the American Bar Association Special Committee on Youth Education for Citizenship (YEFC). This report and all opinions expressed herein are solely the responsibility of YEFC, and not of the American Bar Association.

The study involved a national survey of (1) law-related education projects active in elementary and secondary schools, and (2) public and private agencies which have supported or might support such projects, including foundations and government agencies, in addition to LEAA and its 10 regional offices and 55 state and territorial planning agencies.

Law-related education seeks to improve the citizenship skills and attitudes of American youngsters by providing them with an understanding of law, the legal process and the legal system. In recent years law-related education projects have proliferated rapidly. Ten years ago only a handful of projects were active. Now over 250 are in existence, almost half of which began in the past year and a half. The field has attracted the support of a number of state and local bar associations, law schools, judicial organizations, and units of state and local government, including law enforcement agencies. These groups have contributed funds and services to such projects, but projects have principally been funded by local, state and national education authorities, private foundations, and LEAA, its regional offices and state and territorial planning agencies (hereafter referred to as "LEAA agencies").

PURPOSE OF THE STUDY

This study had three objectives:

1. To compile and analyze information on the strengths and weaknesses of law-related education projects in the areas of structure, administration, program, and support;
2. To compile and analyze information on the practices, procedures, and priorities of existing and potential funding sources of law-related education, particularly LEAA agencies.

00013

3. To issue recommended guidelines on law-related education for the possible use of those who are considering involvement in the field, whether as grantors, sponsors of projects, or project staff members.

This study was not intended to be an evaluation of the success of specific projects in changing attitudes or behavior of students. Rather this study and report is designed to serve the following functions:

Introduction to Field of Law-Related Education. Law-related education is not yet well known to parents and the general public, and only somewhat better known to educators, lawyers, law enforcement officials, justice officials, and officers of private and public funding sources. Even persons with some awareness of the field may have only a fragmentary knowledge of the need for law-related education, approaches to teacher training, available materials, teaching strategies, and subjects which may be enriched by the study of law. Already the very process of gathering data for this study has increased general awareness of law-related education among those who have participated in the surveys. Similarly, it is hoped that the report will serve to introduce the field to many more, and provide the first reference work on the problems and opportunities of law-related education.

Encouragement of Educational Reform. Many curricular innovations in the 1960s began with great fanfare but failed to bring about lasting change. Schools continue to be besieged by recommended changes in their course offerings. Gordon Cawelti, Executive Secretary of the Association for Supervision and Curriculum Development, has stated that "within the last two decades, most schools have been urged to add driver-, drug-, sex-, environmental-, consumer-education and ethnic studies . . . . [There have been] continued requests for additions to the instructional program with few suggestions as to what should be eliminated."[1] In addition, educational reform in the United States has been frustrated by the sheer size of the educational establishment and the number of individual jurisdictions. (There are now approximately 18,000 public school systems in the United States, employing over two and one-half million teachers and administrators.)

[1] "The Reform of Secondary Education: A Review of the Report's Advice to the Public and the Profession," NASSP Bulletin, April, 1974, p. 91.

00014

While much data exists on law-related education, it was heretofore scattered and not easily obtained. A report containing current information and suggesting strategies for locating funds and creating programs will, we hope, aid the rapid and widespread implementation of law-related curricula.

Recommended Guidelines for Funding Sources. Law-related education projects have sought and secured funding from a wide range of public and private funding sources. In fiscal years 1970–74, LEAA agencies made at least 99 grants to law-related education projects, totalling nearly $5 million (see Appendix 5 for a brief description of these grants). Approximately 30 private foundations have supported law-related education projects, two with grants of over half a million dollars. Yet funding agencies must pass on project applications with little information about the field. This report seeks to assist funding sources by calling attention to aspects of project design, administration, goals, methods of instruction, and teacher training which may help them make rational decisions in choosing among requests. The information will also assist in project design and proposal-writing.

In addition, this report discusses the immediate financial needs of existing projects, and discusses the funding required if law-related education is to be made available to a large number of elementary and secondary school students. It also suggests means by which costs may be reduced without impairing educational quality. This information should be of use both to projects and to funding sources needing data with which to evaluate proposed budgets.

Assistance in the Coordination of Efforts. A variety of models for curriculum development, teacher training, and program organization should be encouraged as programs are devised and implemented to meet the specific needs and interests of communities. This report discusses mechanisms by which projects may coordinate their efforts and exchange information, and suggests means by which a number of services—ranging from stimulating interest to centralizing reference services—may be provided.

In addition, funding sources have dealt independently with proposals from projects, only occasionally sharing information or comparing their own priorities and activities. We suggest several ways by which funding agencies can coordinate their activities and increase efficiency.

00015

Analysis of Research Needs. Our study raised as many questions as it answered concerning teacher training, curriculum development, instruction, and other related matters. This report suggests a number of areas in which additional research would be helpful.

METHODOLOGY OF THE STUDY

The first step was to gather objective data about projects and funding sources. YEFC determined that an organization specializing in the collection and interpretation of data could best perform this task. In competitive bidding YEFC chose the Industrial Relations Center (IRC) of the University of Chicago to direct this phase of the study.

In preparing questionnaires YEFC first consulted experts in law-related education. Draft questionnaires were then prepared in joint meetings of the YEFC and IRC staffs. Three questionnaires were prepared: one was intended to measure the structure, activities, problems, and successes of projects; one was to measure the funding practices and priorities of LEAA agencies; and one was to determine the practices and priorities of private funding sources active in the field.* Draft questionnaires were submitted to the Special Committee and its Advisory Commission, project directors, and experts in law-related education. The draft questionnaires were then revised and final questionnaires prepared.

IRC's reports described the purposes of the questionnaires and procedures used to elicit responses. (See Appendices 2 and 3). In April 1974, IRC tabulated and interpreted data from the questionnaires. Its analytical reports were prepared in May 1974.

The second phase of this study involved the collection of critical comments and insights from a Working Conference held on May 17 and 18, 1974 in Chicago. Participants included LEAA officials, foundation officers, project directors, law school faculty members, officers and staff directors of state and local bar associations, educators, practicing lawyers, scholars in related disciplines, members of the Special Committee and its Advisory Commission, and staff members of YEFC and IRC.

* The third study was completed by IRC, but it contained data from only a handful of foundations and was too inconclusive to be included in this report. IRC concluded that many of the queries in the questionnaire were inappropriate.

00016

Participants were provided with advance copies of IRC's reports. At the conference, each participant took part in three meetings of the entire group, and in two (of seven) small-group sessions devoted to specific topics. Each of these small groups prepared a paper on its deliberations, and all papers were sent to persons who participated in or were invited to the conference. Participants and invitees were encouraged to comment on the papers. The papers and comments provided information and insights which are incorporated in this report.

The third phase of the study consisted of gathering more detailed information on specific points from a number of project directors, educators, scholars, and experts in social science research. These interviews continued through the summer and early fall of 1974, as this report was being prepared.

ORGANIZATION OF REPORT

Summary of Recommendations: The recommendations which appear throughout the text are compiled and sub-divided into categories.

Chapter 1 attempts to define law-related education and to indicate how it can help produce a concerned and knowledgeable citizenry.

Chapter 2 is concerned with project structure and administration. It contains guidelines for beginning projects, as well as guidelines for projects which are disseminating their project model. It also suggests guidelines for the project's administrator and its governing body.

Chapter 3 deals with teaching and learning. It contains guidelines for educational goals, teacher training, curriculum and materials development, instructional techniques, and evaluation of programs.

Chapter 4 is concerned with funding. It begins with a discussion of the general needs of projects, suggests guidelines on ways of reducing costs without cutting back on programs, and recommends guidelines to projects seeking financial support. The second half of the chapter discusses the practices and priorities of funding agencies, and concludes with recommended guidelines for funding.

00017

Chapter 5 deals with the future of law-related education. It makes recommendations as to cooperation and coordination of projects, suggests areas of research which could advance effective programs, and concludes with a discussion of long-term funding needs.

Appendix 1 describes YEFC's goals and activities.

Appendix 2 is IRC's analysis of data collected from its survey of LEAA agencies.

Appendix 3 is IRC's analysis of data collected from its survey of projects.

Appendix 4 includes (1) a list of all persons invited to YEFC's Working Conference, (2) a memorandum suggesting lines of inquiry to be pursued, (3) a conference agenda indicating the topics discussed at each meeting and listing the chairmen and reporters of the small groups.

Appendix 5 contains brief descriptions of grants made by LEAA agencies in fiscal years 1970–74.

Appendix 6 contains descriptions of 14 projects which serve as specific examples of many aspects of project design and educational methodology discussed in the text. The projects described range from national and statewide disseminating projects to local projects, and include a wide variety of approaches to law-related education.

Appendix 7 lists a number of disseminating projects.

00018

SUMMARY OF RECOMMENDATIONS

I. GUIDELINES FOR PROJECT STRUCTURE AND ADMINISTRATION

A. FOR LOCAL PROJECTS

1. Form, as Early as Possible, an Interdisciplinary Governing Body
2. Seek Formal Affiliation with Supporting Groups
3. Use the Services of One or More Disseminating Projects
4. Determine the Most Critical Educational Needs To Be Met
5. Create Tentative Performance Priorities and Evaluate Them
6. Adopt a Small Number of General Goals and a Larger Number of Objectives
7. In Determining How to Implement Goals and Objectives, Allow for a Sufficient Period of Time to Test Programs, and Pay Close Attention to the Phasing of Activities
8. Create a Timetable of Proposed Activities
9. Apply for Initial Grants
10. If Possible, Employ Staff
11. Seek to Win the Active Commitment of Persons Whose Cooperation Is Essential if Programs are To Receive Adequate Trials in Their Pilot Phases
12. Monitor Activities Closely
13. Be Continually Aware of the Need for Flexibility
14. Be Aware of the Need To Inform the General Public of Goals and Activities
15. Conduct a Campaign To Become Institutionalized
16. Retain the Governing Board and Maintain a Separate Identity

00019

I. GUIDELINES FOR PROJECT STRUCTURE AND ADMINISTRATION—Continued

B. FOR DISSEMINATING PROJECTS

1. Have a Staff Which Can Provide a Range of Services to New and Expanding Projects
2. Have Ample Funding for the Assistance of Other Projects
3. Seek Multi-Year Grants
4. Make Services Widely Known and Help the Formation of Projects
5. Assist Projects To Develop Effective and Orderly Management Techniques
6. Provide Adequate Training for the Administrators of New Projects
7. Train Teachers, Community Resource Persons, and Others Who Will Share Responsibility for Implementing the Pilot Phase of the Project
8. Do Not Impose Your Model
9. Recognize the Need for Flexible Adaptation of the Project Model
10. Establish a Loose Network of Peers, Rather Than a Tightly Controlled Organization of Affiliated Projects

C. FOR PROJECT ADMINISTRATION

1. The Project Director Should Be Concerned with the Long-Term Goals of the Project
2. The Project Director Should Be Able To Distinguish Between Activity and Accomplishment
3. The Project Director Should Be Able To Locate Funding Sources and Secure Financial Support
4. The Project Director Must Be Able To Persuade Other Individuals and Groups To Join in Support of Law-Related Education

D. FOR THE PROJECT'S GOVERNING BODY

1. The Board Should Make Long-Term Policy and Provide Counsel to the Project's Staff

00020

I. GUIDELINES FOR PROJECT STRUCTURE AND ADMINISTRATION—Continued

D. FOR THE PROJECT'S GOVERNING BODY—Continued

2. Board Members Should Help Locate and Raise Funds for the Project
3. The Board Should Be a Means of Legitimizing the Project and Assisting in its Institutionalization
4. The Board Should Be a Means of Representing the Community
5. The Board Should Be a Means of Securing Volunteers
6. The Board Should Help Monitor Programs
7. The Board Should Serve as a Buffer Between the Project and its Critics
8. Board Members Should Help To Disseminate the Project Model

E. FOR FUNDING AGENCIES

1. Funding Agencies Should Regard Ability of Administrative Personnel as a Principal Criterion in Determining Whether to Fund a Project
2. Funding Agencies Should Determine the Extent of a Project's Support from Other Groups and Institutions
3. Funding Agencies Should Encourage Sound Management by Monitoring Project Activities Closely

II. GUIDELINES FOR TEACHING AND LEARNING

A. GOALS

1. Seek To Produce Significant and Lasting Changes in Students
2. Make Courses in Law and Legal Processes Integral Parts of the Curriculum of Elementary and Secondary Schools

B. TEACHER TRAINING

1. Prepare Teachers To Teach Law Studies and Use Lawyers Primarily To Train Teachers
2. Teacher Training Should Be an Integral Part of the Project's Activities
3. Supply Teachers with Substantive Knowledge About Law and Appropriate Instructional Techniqes

00021

II. GUIDELINES FOR TEACHING AND LEARNING—Continued

B. TEACHER TRAINING—Continued

4. Do Not Restrict Teacher Training to Formal Sessions; Counsel and Assist Teachers Throughout the School Year
5. Offer Teacher-Training Courses Through an Institution of Higher Education, If Possible
6. Train Non-Educators Who Help Teach Students and Train Teachers

C. CURRICULUM AND MATERIALS DEVELOPMENT

1. Create Curricula Which Strive To Fundamentally Improve Students' Understanding of Law and the Legal Process
2. Design Curricula for Elementary and Junior High Schools, as well as for Secondary Schools
3. Strive To Present Legal Issues Realistically, Acknowledging Conflict and Controversial Issues
4. Consider Developing Curricula That Assist Students To Learn About Careers in Law and Law Enforcement
5. Consider Producing Supplementary Materials To Help Implement Law-Related Curricula, But Do Not Overinvest in Materials Development
6. Make a Special Effort To Provide Adequate Audio-Visual Aids

D. METHODS OF INSTRUCTION

1. Encourage the Use of the Inquiry Method of Instruction
2. Encourage Role-Playing Exercises
3. Seek To Develop and Implement Field-Learning Experiences
4. Endeavor To Use the Governance of the School as a Model of Justice

E. EVALUATION

1. Educational Programs Should Be Evaluated
2. The Prerequisites for Useful Evaluation Should Be Present
3. Evaluations Should Be Conducted by Independent Evaluators

00022

II. GUIDELINES FOR TEACHING AND LEARNING—Continued

E. EVALUATION—Continued

4. Evaluations Should Measure Changes in Teachers, and Gather the Opinions of Others Actively Involved in Projects
5. Evaluations of Teachers and Students Should Be Both Formal and Informal
6. Funding Agencies Should Avail Themselves of the Services of Experts in Educational Evaluation
7. National Funding Agencies Should Consider Supporting Research into the Best Means of Evaluating Programs
8. National Funding Agencies Should Consider Supporting Longitudinal Evaluations of Programs

III. GUIDELINES FOR FUNDING: THE PROJECT

A. REDUCING COSTS WITHOUT REDUCING EFFICIENCY

1. Projects Should Attempt To Keep Costs Down in Order To Further Their Chances of Institutionalization
2. Projects Should Attempt To Reduce Costs By Using Their Coalition of Support as a Source of Free or Inexpensive Services

B. SEEKING FUNDS

1. Projects Should Not Rely Heavily on Any Single Source of Funds, But Should Seek To Build a Wide Base of Financial Support
2. Projects Should Attempt To Secure Grants from Outside Sources for Special Programs

IV. GUIDELINES FOR FUNDING: THE GRANTOR

1. Funding Agencies Should Increase Their Support of Law-Related Education
2. Funding Agencies Must Make Their Interest in Law-Related Education More Widely Known, and Should Be More Active in Soliciting Proposals From Projects
3. Funding Agencies Should Make Step-Down, Multi-Year Grants to Projects

00023

IV. GUIDELINES FOR FUNDING: THE GRANTOR—Continued

4. Funding Agencies Should Retain an Interest in Projects Which They Once Funded, and Should Assist Worthy Projects To Secure Funding Elsewhere
5. Funding Agencies Should Share Information and Coordinate Activities
6. LEAA Agencies Should Share Information About Law-Related Education
7. LEAA Agencies Should Make Law-Related Education a Planning Priority and Should Classify Their Efforts in This Field Under a Heading such as "Education Grants"
8. Funding Agencies Should Avail Themselves of the Services of a Specialist in Law-Related Education

V. GUIDELINES FOR THE FUTURE

A. DEVELOPING A MOVEMENT

1. Funding Agencies Should Support Efforts To Improve the Coordination of Projects and To Assure Leadership for the Movement To Bring Law-Related Education To the Schools
2. Funding Agencies Should Support State Coordinating Organizations
3. Funding Agencies Should Take an Active Role in Assuring That Projects Coordinate Their Activities

B. FURTHERING THE MOVEMENT

1. Funding Agencies Should Support Activities Which Encourage the Widespread Implementation of Courses in Law and Legal Process for Teachers
2. Funding Agencies Should Support Research To Identify Successful Techniques of Teacher Training
3. Funding Agencies Should Support Activities Encouraging Widespread Institutionalization of Worthy Law-Related Education Projects
4. Funding Agencies Should Support Periodic Surveys of the Structure, Activities, and Funding of Projects

00024

V. **GUIDELINES FOR THE FUTURE**—Continued

B. FURTHERING THE MOVEMENT—Continued

5. Funding Agencies Should Support Research into the Questions Raised by Attempts To Improve the Attitudes and Behavior of Youngsters
6. Funding Agencies Should Support Programs Designed To Determine What Students Want To Learn About Law
7. Funding Agencies Should Support the Preparation of Effective Curricula and Materials for Slow Learners and Other Special Groups of Children
8. Funding Agencies Should Support Research into Action-Learning, the Use of Schools as a Justice Model, and Other Innovative Instructional Techniques

C. LONG-TERM FUNDING NEEDS

1. The Office of Education Should Develop Expertise in Law-Related Education and Should Seek To Assist in its Implementation
2. LEAA and the Office of Education Should Work Together To Further Law-Related Education

†

CHAPTER 1

LAW-RELATED EDUCATION: WHAT IT IS AND WHY IT IS NEEDED

Today's citizen not only lacks an understanding of the day-to-day functions of government—how a bill becomes a law, the counter-balancing relationships among the three branches of government—he also knows very little about the American legal system.

If the Constitution and the Bill of Rights were put to a vote today, pollsters tell us they would not be adopted. Indeed, one survey found that "many people not only did not recognize the Bill of Rights, but, without the benefit of its title, described it as 'Communist propaganda.'" [1] A poll conducted by the Education Commission of the States reveals that almost half of the 17-year-olds queried did not understand the principle underlying the Supreme Court's decision to ban prayer in the schools.[2] In America, as Supreme Court Justice Robert H. Jackson noted, power struggles "call out battalions of lawyers" rather than "regiments of troops." Without an adequate understanding of the legal system American youth cannot be effective citizens. However, if the laboratory for learning is the traditional Civics classroom, and if our own recollections of the effectiveness of rote is to serve as a guide, we can look forward to a future citizenry as uninformed, cynical, and nonanalytical as the present generation.

We need not rely only on our memories of the Civics classroom to substantiate the need for a more effective approach to citizenship education. In most school districts across the country a student cannot graduate without passing at least one course in government. Yet evidence indicates that the courses are failures.

Studies conducted in the 1960s by Langton and Jennings,[3] Hess and Torney,[4] Massialas,[5] Smith and Patrick,[6] and Shaver [7] demonstrate that Civics students are alienated both by the method of learning—read and regurgitate—and by the content—platitudes, blind optimism, chauvinism, and descriptions of what should be rather than what is. The courses do not increase the student's ability to analyze political and legal phenomena. They have little impact at the time and virtually none afterwards. The most lasting effect may well be an *increase* in the student's cynicism and alienation.[8]

00026

Law-related education in the elementary and secondary schools can enrich the social studies curriculum. A rigorous, systematic law studies curriculum can provide students with an operative understanding of how our system of law and legal institutions works. Students are asked to reason through realistic legal problems—ranging from situations of fairness in the first grade water fountain queue to proposals for equal justice among Watergate violators—and trouble over their solutions, rather than merely memorize rules of law.

A sound approach to law-related education teaches the law as a humanistic discipline and as a means of understanding and appreciating our culture and our society. Legal conflict, notes Queens College professor Isidore Starr, a member of the ABA Special Committee on Youth Education for Citizenship, "is very seldom a conflict between a good value and a bad value. The conflict is usually between a good value and a good value, and how do we resolve that?" Professor Starr's conclusion is, "if law-related education is taught properly the students are not lawyers. They become American citizens who begin to look at value conflict a little differently than they had."[9]

Projects can begin in the earliest grades to teach those legal concepts upon which all rational societies build their legal systems: fairness, tolerance, honesty and responsibility. Through the years that follow, projects can dig into real cases and personally experienced situations of value conflict. They can encourage students to examine rule-making and rule-enforcing in their own environment and help make the school itself a laboratory for legal education and responsible citizenship.

Many other projects have developed curricula that focus on substance and process, rather than broad concepts. These courses deal with such subjects as judicial process and constitutional, consumer, environmental, urban, and landlord-tenant law. The materials and techniques employed in this specific approach have much in common with those used in humanistic law studies. Both use the case method, train teachers in Socratic inquiry, and attempt to choose problems that students and teachers have experienced. It may be that an effective K–12 program is one that contains both specific and general courses.

The experts who contributed to this report concluded that law-related education has the promise of correcting the deficiencies of the traditional Civics approach and providing an imaginative, interesting, and realistic course of study. The study of law, at any level, involves concrete situations, disputes between real people about immediate issues. It is a means of making the abstract concrete, the general specific. Thus, law-related education can make the study of American institu-

00027

tions and principles more than a disconnected series of facts—it can make the subject a matter of vital interest and importance, and have impact in many areas of American society.

I. REDUCTION OF CRIME AND ANTI-SOCIAL BEHAVIOR

Crime continues to grow in the United States, and statistics on juvenile crime are particularly alarming. The President's Commission on Law Enforcement and Administration of Justice found that 90 percent of all young people have committed at least one act for which they could be taken to juvenile court. In 1965 a majority of all arrests for major crimes against property were of people under 21 years old, as were a substantial minority of crimes against persons. The recidivism rate is highest among young offenders.[10]

A related aspect of the problem has to do with crime and disruption in the schools themselves. In many schools drug sales, vandalism, theft, and acts of violence against other students, teachers, and administrators are epidemic. More and more, schools are attempting to keep order by employing armed guards.

Moreover, there is evidence that American youngsters have so little confidence in the law enforcement system that most do not report crimes against themselves. LEAA's recent victimization study found that while adults reported five out of ten crimes (a dismal record in itself), young people in the 12- to 19-year-old group reported only three out of ten criminal instances. This indicates widespread cynicism and apathy. Donald Santarelli, former Administrator of LEAA, noted that these figures give us "a very dramatic picture of what our young people today . . . think about our system of law and justice." [11]

A substantial reduction in school-related crime would permit the schools to concentrate on teaching and learning. A substantial reduction in juvenile crime statistics would significantly lower the total crime figures for the nation. Juvenile criminal behavior is caused by a large and complex set of social and sociological conditions. However, empirical evidence as well as common sense suggest that education which enables young people to understand and deal with the system lawfully will lead to a decline in apathy, anger, and anti-social conduct. It is for this reason that Peter Bensinger, former Executive Director of the Chicago Crime Commission, concluded that "the school is the place to start to deal with delinquency. The home and the school together represent our greatest major resources for learning and for education." [12]

II. RESTORATION OF CONFIDENCE AND ENCOURAGEMENT OF RESPONSIBLE POLITICAL PARTICIPATION

Crime and antisocial behavior represent a continuing crisis in American life. There is a parallel crisis in the lack of confidence most Americans exhibit toward our institutions and leaders. A 1973 Louis Harris poll concluded that a substantial majority of the American people were "alienated and disenchanted, feeling profoundly impotent to influence the actions of their leaders." Public confidence in most government institutions has declined "drastically" over the past six years, and is particularly low in regard to the courts, Congress, the federal executive branch and state and local government. While Mr. Harris concluded in Senate testimony that the Watergate crisis undoubtedly accounted for some of the alienation, he went on to note that polls have shown a steady drop of confidence since 1967.[13] These findings correspond with the depressingly low voter turnouts in recent elections. Turnouts of less than 50 percent of eligible voters are commonplace in state and local elections, and in the most recent Presidential election only 55 percent of eligible voters bothered to vote, and only 40 percent of newly enfranchised young voters cast ballots.

Alex Elson has written, "few nations so exalt justice as a primary value as does the United States, and a society asserting such interests needs to know whether the value it prizes is being realized. . . . Yet we know also that many people may be deprived of justice, in the narrow sense or broad, out of ignorance of laws and procedures for securing relief, or even out of ignorance of the law's elementary features. . . . If our democracy is to succeed, indeed if it is to survive, our task must be to develop a citizenry demanding and expecting a true realization of better standards of justice." [14]

Other cultures have more access to and better understanding of their legal system than Americans according to anthropologist and YEFC Advisory Commission member Laura Nader: "In analyzing thousands of consumer complaint letters it becomes clear that many Americans do not phrase their problems as 'legal problems' either because they *do not know* they are or because they do not know how to use whatever remedy possibilities that the law affords cheaply, such as small claims court." She concludes that, "the fact that Americans do not know is unforgivable in a democratic country. It is astounding that in as legalistic a country as the United States, nowhere in the educational system does one get a working knowledge of the law as part of the general education." [15]

Law-related education is not a panacea for these social problems. But it should be an important part of our efforts to reverse these findings.

III. DEVELOPMENT OF ANALYTICAL ABILITY

The poet Archibald MacLeish, who was trained as a lawyer, has said "What law tries to do is impose on the disorder of experience the kind of order which enables us to live with the disorder of experience." [16] Formal debates and mock trials teach students to reason because they require in addition to an understanding of law, ability to make persuasive arguments and skill in gathering evidence. The skills nurtured in such courses will aid the student when he, as a voter, must make his own decisions on important public issues. Because we can never predict the future with certainty, no education can prepare students for the specific issues which they will have to confront 10, 20, or 30 years after graduation. It is not enough for teachers to recite principles. Students must be able to apply the principles to their daily experiences. Law-related education can help them do so, and therefore do much to insure a generation ready to meet the obligations of citizenship.

Each American child spends an estimated total of 10,000 hours in the classroom. Much of that time is spent receiving the basic skills and concepts of mathematics, reading, and language arts. This emphasis stems from the well-grounded concerns of teachers and parents that children must have these fundamental tools in order to survive in our complex society.

Today, when we are confronted with difficult social and political questions—from balancing the need for expanded energy production and the dangers of pollution, to minimizing taxes while providing needed services, to adhering to the judgments of elected representatives while identifying and eliminating those who misuse their authority, to considering the rights of victims while protecting the rights of the accused—those concerned with education must place as much emphasis on teaching legal and moral reasoning skills through law-related education as they currently place on teaching reading, writing, and arithmetic. The school has the greatest claim on young people's time and energy, and no other institution has so great a potential to bring about constructive change in so many profound areas of daily life.

The movement to see that law-related studies are added to elementary and secondary curriculum is not a hypothetical program of educational reform. YEFC has identified hundreds of projects now operating throughout the country. But to say that the movement is real is not to

say that developing such a program is easy. Successful programs require strict standards of administration and long hours of planning on the part of educators, lawyers, and community volunteers. The chapters that follow are designed to provide administrators of projects and funding agencies with the necessary tools for action.

CHAPTER I FOOTNOTES

1. John C. Pittenger, "The Spirit of Liberty and the Classrooms of Pennsylvania," *Reflections on Law-Related Education* (Chicago: Special Committee on Youth Education for Citizenship, 1973), p. 5.
2. *Political Knowledge and Attitudes* 1971–1972 (Denver: Education Commission of States, 1973), pp. 29–30.
3. Kenneth P. Langton and M. Kent Jennings, "Political Socialization and the High School Civics Curriculum," *The American Political Science Review*, LXII (1968), 852–867.
4. Robert D. Hess and Judith D. Torney, *The Development of Political Attitudes in Children* (Chicago: Aldine Publishing Company, 1967), pp. 32–59.
5. Byron G. Massialas, "American Government," in Benjamin Cox and Byron G. Massialas, editors, *Social Studies in the United States* (New York: Harcourt, Brace and World, Inc., 1967), pp. 167–195.
6. Frederick R. Smith and John J. Patrick, "Civics: Relating Social Studies to Social Reality," in Benjamin Cox and Byron G. Massialas, editors, *Social Studies in the United States*, pp. 105–127.
7. James P. Shaver, "Reflective Thinking, Values, and Social Studies Textbooks," *School Review*, LXXIII (1965), 226–257.
8. R. E. Cleary, "Instant Solutions and Political Cynicism," *Phi Delta Kappan*, LI (June, 1970), 459–553; R. D. Hess, "Political Socialization in the School," *Harvard Education Review*, XXXVII (Summer, 1968).
9. Isidore Starr, "Reflections on Law Studies in the Schools Today," *Reflections on Law-Related Education* (Chicago: Special Committee on Youth Education for Citizenship, 1973), p. 13.
10. Joel F. Henning, "Learning About Justice: How To Achieve It," *Vital Speeches of the Day*, December 15, 1973, p. 148.
11. Donald E. Santarelli, Speech delivered to Virginia State Bar Younger Members Conference, June 21, 1974, p. 4.
12. Quoted in *Brief: The Law Education Newsletter of the Chicago Public Schools*, June, 1973, p. 2.
13. *Confidence and Concern: Citizens View American Government* (Washington: U. S. Government Printing Office, 1974), pp. 6–10.
14. Alex Elson, "General Education in Law for Non-Lawyers," in Geoffrey C. Hazard, Jr., editor, *Law in a Changing America* (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968), p. 185.
15. Laura Nader, "Problems of Injustice in North American Society: Perspectives on the Law and Order Problem" (unpublished paper), pp. 14–15.
16. Quoted in David E. Matz, "Law and the Undergraduate Curriculum," *Journal of Law and Education*, I (January, 1972), p. 101.

CHAPTER 2

STRUCTURE AND ADMINISTRATION

This chapter deals with project structure and administration. It will consider models of project design, the role of the project's governing body, the selection and training of the project's director, and the relationship of the project to its co-sponsors and others who informally support its activities.

I. PROJECT STRUCTURE AND ADMINISTRATION AS A MEANS TO EDUCATIONAL REFORM

A recent Ford Foundation study of educational reform describes the 1960s as a decade "of innovation for the schools. Spurred by foundations and later by federal and state governments, public school systems embraced a host of new programs and projects in curriculum, staffing, scheduling, technology, and training." The Ford analysts conclude that their foundation had invested $30 million in school innovations without bringing about any significant change. Most innovations were abandoned "after the departure of the charismatic promoter or with reduction of external funding." [1]

This suggests that significant educational reform can only be accomplished by projects which do not depend on personality or extraordinary financial support. Success depends on broadly based and long-lasting coalitions, ample funding in the pilot phase, and institutionalization, that is, inclusion within the regular program and budget of an institution. A soundly conceived administrative delivery structure must be implemented to assure that the project's activities will become an integral part of the educational process. The following discussion is directed to assisting projects in reaching this goal.

II. ACCOUNTABILITY IN EDUCATION AND MANAGEMENT BY OBJECTIVES

In recent years, funding agencies have increasingly asked that schools show that their efforts bring about measurable improvement. This concern was put simply by Jesse Unruh, former speaker of the California assembly, who wrote that "the politician of today, at least in my state, is unimpressed with continuing requests for more input without some concurrent idea of the school's output." [2] The result has

00032

not only been a spate of evaluation programs designed to determine if educational programs affect the development of students, but a concern for management by objectives among educational administrators.

If schools are to be judged on the success or failure of their students in reaching certain objectives, then administrators must be concerned with (1) setting goals and objectives and (2) devising specific strategies to meet them. This suggests that projects adopt management-by-objectives policies which have been developed for business and government. As George S. Odiorne has written in *Management Decisions by Objectives*, "When we manage by objectives, we mean simply that we fix our ultimate purpose in mind before we start our journey. This objective then becomes a target, a goal, a desired outcome, and along the route becomes a criterion for measuring progress. Finally, when we have spent our time and energies, we are able to evaluate." [3] To meet legitimate demands for accountability, projects must delineate objectives and assign specific responsibilities for implementing them. Our recommendations for project design and administration are the result of findings of the survey of projects (Appendix 3) and also discussions of management-by-objectives by educators and educational management theorists.[4]

III. LOCAL PROJECT DESIGN

This section discusses the administration and structure of projects active in one locality, generally encompassing one or only a few school districts. A discussion of the design of larger projects comprises the next section.

Law-related education is too diverse a field to be implemented through one national project model. Congress and federal agencies rightly avoid uniform national programs for curriculum development in the belief that education is principally a local responsibility. Communities vary greatly in size, ethnic composition, socio-economic characteristics, culture, and history. They should develop projects whose structure is appropriate for their particular needs. That means that project models cannot be uniform.

Therefore these administrative guidelines should not be adopted in their entirety by any single project. We focus on guidelines for new projects—steps which can lead to institutionalization—in the hope that they will be of particular use to persons who contemplate initiating projects. The guidelines should also aid officers of funding agencies who must pass on proposals from new projects. However, many of these recommendations will also be of use to existing projects.

00033

IV. RECOMMENDED GUIDELINES FOR LOCAL PROJECTS

1. Form, as Early as Possible, an Interdisciplinary Governing Body. The functions of the governing body are discussed at greater length later in this chapter. Its role, however, is central to the project. Educational reform is arduous, time-consuming, and frequently frustrating. Integration of law-related programs into the curriculum is particularly difficult because it involves a complex subject matter unfamiliar to teachers and students. However, law-related education is interdisciplinary, and projects can attract the interest and support of a variety of persons. Therefore, governing boards should be established which are composed of educators, lawyers, law enforcement officials, university and law school faculty members, and administrators, as well as parents, students and persons representing the general community. The board should comprise a broadly-based coalition of persons and organizations committed to effective law-related education. A good example is Cincinnati's Center for Law-Related Education, which is governed by a Board of Directors that includes representatives of the Cincinnati Bar Association, Cincinnati Public Schools, Archdiocese of Cincinnati Schools, the University of Cincinnati's College of Law and College of Education, and the Cincinnati Police Division. (See Appendix 6 for a description of the Center.)

We believe that such governing bodies have been a significant factor in the success of many projects. The Ford Foundation, in reviewing its attempts to bring about widespread educational reform, found that "newly created coalition policy boards often lacked 'political clout' in the local context in which innovations were being attempted," especially in contrast to local school boards which "had more knowledge and understanding of existing bureaucracies." [5] However, governing bodies in law-related education seem to have avoided this problem, probably because they include representatives of groups which do have clout, as well as school administrators who are familiar with the school bureaucracy.

2. Seek Formal Affiliation with Supporting Groups. Project directors interviewed felt that it was in the project's interest to be formally affiliated with a bar association and a school system, as well as other institutions where appropriate, such as law schools, universities and law enforcement agencies. Though formal affiliation can sometimes lead to bureaucratic delays, co-sponsorship means that supporting groups have a stake in the project's effectiveness. They may, therefore, be more

00034

willing to commit their funds and services, or use their influence to secure funds from others.

We must stress, however, that affiliation is not a necessary guarantee of useful co-operation. Indeed, the Ford Foundation's study of educational reform in the 1960s concluded that affiliation between universities and school projects often provided more publicity than productivity:

> . . . the actual relations were quite unproductive. Their failure was apparent despite the tendencies of both universities and school systems to make it appear that they were cooperating vigorously and successfully. School administrators tended to limit strictly the role of university consultants while at the same time gaining political and professional status by publicizing their school system's use of the university's expertise. The universities, similarly, often boasted of strong and improving "town-gown" relations, when in fact they did not exist.
>
> "Working together" generally consisted of paid university consultants providing occasional advice or conducting research projects or evaluations. . . .
>
> [In most projects], the few close working relations that did develop were between individuals from the university and the schools, not between institutions. The institutions, as such, had little capacity for respecting and understanding one another.[6]

The reasons range from the university's difficulty in making its knowledge useful and readily available, to the value system which rewards faculty members who publish research, rather than those who demonstrate changes in real-world settings. Presumably, similar problems affect law enforcement agencies and other institutions which co-sponsor projects. We concur in the Ford Foundation's recommendation that incentive systems be established to induce active co-operation from the staffs of co-sponsors. We believe that co-sponsors should be encouraged to provide a significant measure of appropriate services *as institutions*, while recognizing that a true marriage of institution and project is an impossibility.

3. Use the Services of One or More Disseminating Projects. From formation to evaluation, each step in managing a project can be expedited by the help of existing, experienced projects. By informing projects of successful administrative and educational techniques, disseminating projects can prevent duplication of effort, improve the project's program, and hasten its implementation. (Three national dissemi-

nating projects and statewide projects in six states [California, Colorado, Illinois, Missouri, New Jersey, and Pennsylvania] are described in Appendix 6. For the addresses of other disseminating projects, see Appendix 7.)

4. Determine the Most Critical Educational Needs to be Met. Needs found by projects in other communities may be a useful starting point. A project can then examine current social studies courses to determine at what grade levels initial offerings in law studies can be integrated into the curriculum. Surveys may pinpoint areas of particular student interest. Teachers and administrators should also be polled to determine their perceptions of the most important unmet needs.

These needs will vary from community to community. In addition to needs of students, the project may determine that teachers and administrators need to know more about law and legal process. Some projects might discover that ignorance of practical law among high school students and teachers is a critical need; others might find that students at all grade levels need an improved understanding of how laws are made and administered.

It is important that this assessment of needs should include the opinions of parents and community representatives. As one of the recommendations of the National Commission of the Reform of Secondary Education points out, "Schools will not be able to achieve their purposes without increased help from the people in the communities they serve. Communities must participate in the formulation of goals and in continuing efforts to refine and adapt the statements of goals and objectives. The community as a whole, not solely the subsection called schools, must achieve the goals . . ."[7]

5. Create Tentative Performance Priorities and Evaluate Them. The project should select from its list of critical needs those which it may best meet, given its limited resources. In deciding which needs to fill, the project begins to determine its most important goals. For example, it may decide that, given a limited budget, it will concentrate on training teachers at a single grade level and attempt to bring about relatively few changes in students. Its tentative priorities, then, may be to train successfully a certain number of teachers and increase students' knowledge in four specified areas of practical law. The tentative priorities should be reviewed by the projects' board, as well as by persons from the community, outside experts, and school administrators and teachers.

00036

6. Adopt a Small Number of General Goals and a Larger Number of Objectives. Peter Drucker, a distinguished management theorist, has observed, "It is not possible to be effective unless one first decides what one wants to accomplish. It is not possible to manage, in other words, unless one first has a goal. It is not even possible to design the structure of an organization unless one knows what it is supposed to be doing and how to measure whether it is doing it." [8]

Projects should formulate goals which are clear, unambiguous, and accurately represent what the project seeks to accomplish. For example, Cincinnati's Center for Law-Related Education has the principal goal of developing "a systematic and comprehensive program of law-related education for elementary and secondary students throughout Hamilton County, Ohio." Its more specific goals include (1) providing "social studies teachers with training in substantive law and related classroom strategies; [(2) developing] supplementary law-related materials and teaching units for use in social studies programs; [(3) disseminating] critical information regarding law-related education; [and (4) encouraging] the use of attorneys, judges, and police officers in social studies classrooms." [9]

Projects should be wary of goals which are high-sounding but vague and capable of a number of interpretations. For example, the goal of "increasing respect for law" could refer to attempting to inculcate (1) the social necessity for some authoritative legal system; (2) obedience to just laws and to legitimate legal authority; (3) an understanding of the legal process including the legislative formulation of law, its enforcement by police and resolution of legal conflicts by the judicial system; (4) a respect for the values of the legal/political process that enable us to have both stability and change; (5) knowledge, skills and values that are essential if citizens are to support and sustain a democratic legal system; (6) an understanding of how laws may be changed through the political and legal processes; or (7) an awareness of the limits of law, and of functions for which the law and legal processes are unsuited. If the project does not resolve ambiguities through precise goal statements it may be hampered from the beginning by conflicting interpretations of its mission, and orderly and efficient planning will be made far more difficult.

The project should also seek to formulate a number of specific objectives. The distinction between goals and objectives is drawn carefully by Sterling McMurrin, former Commissioner of Education. Goals, he writes, should be "carefully conceived and formulated, indicating the purposes of [projects] and the directions in which they intend to move.

00037

. . . Objectives, which must change with changing circumstances, are points along the way which must be reached if the basic goals are to be realized. Objectives must be concrete and specific to facilitate the making of decisions. . . ." [10] Objectives should be performance-oriented, and should state as precisely as possible what is to be accomplished and when.

The Law in a Free Society Project has identified a number of specific objectives for students, teachers, administrators, and the community. Among its twenty one objectives for students are (1) helping them learn to use the most effective means of influencing political decisions, (2) discussing controversial issues openly and intelligently, and (3) learning to appreciate the values of diversity and pluralism.

7. In Determining How to Implement Goals and Objectives, Allow for a Sufficient Period of Time to Test Programs, and Pay Close Attention to the Phasing of Activities. Given the inevitable difficulties of the first year of any operation, the project should allow for a two to three year demonstration period, and plan to implement objectives in stages. The very first stage offers especially high promise. As the Ford Foundation researchers discovered, "innovative grants are subject to a 'honeymoon' phenomenon similar to that found in political life." [11] The implication is that projects and grantmakers should plan carefully at the outset to maximize impact while interest and commitment are high. Still, projects should be warned against attempting to institute a new practice into the entire system at once. Phasing, according to Queens College professors of education Alan Gartner and Frank Riessman, "has a number of clear-cut advantages: it allows the idea to spread among those who are more receptive to it and perhaps more likely to institute it well; it . . . produces a body of practical information that can be useful to ever larger systems; it enables the recruitment and development of a cadre that can be useful in the further contagion of the idea; it is more manageable and allows for easier feedback in modification of the idea and practice . . .; [and] it leads to the development of a constituency supporting the practice." [12]

8. Create a Timetable of Proposed Activities. The timetable should be a detailed indication of when each major objective is to be realized, and who is responsible for its implementation. It should set up realistic deadlines and provide for orderly and sequential procedure. Those responsible for implementing the project should continually review the timetable to make sure it is feasible.

00038

9. **Apply for Initial Grants.** In seeking funds carefully consider costs and request a large enough sum to make possible an adequate test of the proposed approach. Enough discretionary funds should be sought to provide the project with needed flexibility. (Costs and funding are discussed at greater length in Chapter 4.)

10. **If Possible, Employ Staff.** Large-scale volunteer efforts cannot be sustained indefinitely without staff support. Day-to-day management by a board or committee is inefficient. Depending on the size of the proposed project, it is likely that at least one staff person should devote his full time to administration. (For a discussion of the project administrator's role, see p. 21).

11. **Seek to Win the Active Commitment of Persons Whose Co-operation is Essential if Programs Are to Receive Adequate Trials in Their Pilot Phases.** Many of these persons will have participated in the project's planning stages and will already be committed to law-related education. Others whose co-operation is needed (superintendents, social studies supervisors, principals of pilot schools, teachers, and volunteer lawyers and justice agency personnel) should understand its rationale, goals, and objectives because, as the Ford Foundation researchers discovered, "innovations are more likely to be implemented if their overall significance is conceptualized and conveyed to the individuals who will be responsible for implementing them."[13] This is particularly needed because law-related education may involve innovations which might face initial obstacles—such as bureaucratic inertia and the reluctance of teachers and administrators who are uncertain about an unfamiliar subject area—and it is essential in demonstration projects, as Gartner and Riessman have observed, that "traditional rules are modified or suspended or used very flexibly."[14]

12. **Monitor Activities Closely.** Activities should be measured against the specific objectives, as well as against the timetable. One means of doing this is by monthly or quarterly management review conferences attended by project staff, members of the board, school administrators and teachers, lawyer-volunteers and students. Meetings at the end of the year can serve to review activities, detect imperfections, highlight successes, and plan for the next year.

13. **Be Continually Aware of the Need for Flexibility.** Review session should allow for program changes caused by unforeseen contingencies. Some objectives may be dropped and others added. All might be modified.

00039

14. Be Aware of the Need to Inform the General Public of Goals and Activities. An active public relations campaign is required to call attention to successes. This recognition, according to Gartner and Riessman, gives "the program a much larger social meaning . . ., wins a constituency even beyond the immediate users of the program, and may even gain legislative support. . . .

This climate . . . can help to keep the program in motion, continually growing, and provide the enthusiasm which is such an important ingredient in the experimental demonstration phase." [15]

15. Conduct a Campaign to Become Institutionalized. The project should make efforts to document its early record of achievement. Formal evaluations and informal means of demonstrating success, such as interviews with children and teachers and letters from parents and persons in the community, are helpful. However, even successful pilot demonstrations frequently disappear. As Gartner and Riessman remark, demonstrations, "if they are kept isolated, narrow, and small . . . can be used as showcases enabling the system, whether it be education or other, to maintain its business as usual." [16] This suggests the importance of maintaining a high level of support from educational and legal leaders and the public.

16. Retain the Governing Board and Maintain a Separate Identity. Institutionalization is not a panacea. Within a school system departments and programs must compete for scarce funds. Also, innovative programs may become dry, insipid and routine. It is important, then, that the project continue to maintain its broad base of community support and remain fresh and flexible, improving curricula and training methods on a regular and systematic basis. If it has its own board and frequently reviews its progress, based on careful evaluation, the project should retain the flexibility and the necessary "lobby" outside of the school system.

V. THE DESIGN OF DISSEMINATING PROJECTS

Here we consider larger and longer established projects which seek to disseminate their models and offer assistance and counsel to incipient projects. The descriptions of national and statewide projects in Appendix 6 provide examples of the scope and activities of such projects.

Before discussing the recommended guidelines for disseminating projects, however, it may be useful to discuss a disseminating project

00040

which has been unsuccessful. The purpose is to suggest an administrative structure and delivery system which should be avoided, and to provide negative reference points for the positive recommendations which follow.

This statewide project has been in existence for a short time, and has not had the opportunity to develop a full record of achievement. Even so, it has accomplished little, despite a project director who is a lawyer and an educator and is fully committed to law-related education, and despite its advantageous position as part of a state department of education.

The project has made little effort to mobilize the resources of the organized bar, justice agencies, or law schools. It does not initiate meetings, and when meetings occur it offers only general counsel and encouragement. It has not established a board of directors or advisory commission. The project operates entirely on its narrow base as part of the state department of education.

Staffing is another problem. Only two staff members of the state department of education are assigned to the project; both are part-time and have many other duties.

The project has assumed a passive role in its operation, perhaps because it has a narrow base and the state department of education cannot mandate courses for local school systems but can only offer advice. Instead of seeking to train teachers and provide on-site consulting services for school systems in the state, the project merely supplies written materials to teachers, which severely limits its effectiveness. A project which relies on individual teachers to implement law studies will almost invariably fail.

VI. RECOMMENDED GUIDELINES FOR DISSEMINATING PROJECTS

1. Have a Staff Which Can Provide a Range of Services to New and Expanding Projects. Most projects are likely to need assistance in project administration, fund-raising, community support, curriculum development, teacher-training and instructional strategies, preparation and revision of materials, and evaluation. Some projects may wish to receive help in all of these areas from a single source, others may find it more useful to receive help from several sources. For example, a project might be assisted in creating its curriculum by disseminating projects such as Law in American Society Foundation and the Law in a Free Society, and might turn to Law, Education and Participation for help in designing supplementary programs through

which students learn by active involvement in the political and judicial systems. A disseminating project need not meet all of a beginning project's needs, but it should be able to provide guidance for some of the activities that may be crucial to its success.

2. **Have Ample Funding for the Assistance of Other Projects.** Beginning projects are likely to have limited funds and less access to additional funds then disseminating projects. At the same time, they require considerable assistance in planning and implementing programs. Therefore, disseminating projects should attempt to supply on-site consultation and curriculum and teacher-training materials free or at minimum cost.

3. **Seek Multi-Year Grants.** Though disseminating projects hope to help establish independent and self-sufficient projects, projects may require consulting help over a period of years. It is important that incipient and new projects know that they will be able to call on disseminating projects in subsequent years.

4. **Make Services Widely Known and Help the Formation of Projects.** Disseminating projects cannot wait for beginning projects to come to them, because beginning projects will often have so little information about the field that they do not know where to turn for assistance. In addition, they may have very limited travel and telephone budgets. Therefore, disseminating projects must call attention to their services through articles in law and education magazines, as well as through exhibits and programs at professional meetings of lawyers and educators. They should be prepared to assist in organizing a governing body and determining an administrative structure. Without their help many projects will simply not come into being.

5. **Assist Projects to Develop Effective and Orderly Management Techniques.** Disseminating projects should assist local projects to determine goals and objectives, design a timetable of activities, and engage in other activities necessary to efficient administration. They can also encourage orderly management by requiring that projects submit regular progress reports delineating major activities and determining progress toward goals.

6. **Provide Adequate Training for the Administrators of New Projects.** Often project directors are educators who lack administrative experience in law-related education. They need help in learning how to organize and operate a project, and the most obvious source of help is a disseminating project.

00042

The Law in American Society Foundation and the Illinois Project on Law-Focused Education have recently begun to offer formal management seminars, conducted by professional management experts, as part of the training of administrators. Less formal techniques such as consultations with directors of disseminating projects, meetings of project leaders, and self-instructional materials have been in use for a longer period of time. By whatever means, however, disseminating projects should help administrators learn to implement objectives on schedule, make the best use of volunteers, locate funding sources, secure financial assistance, and perform the many other tasks that will help the project operate efficiently and achieve long-term stability.

7. **Train Teachers, Community Resource Persons, and Others Who Will Share Responsibility for Implementing the Pilot Phase of the Project.** Disseminating projects should provide sufficient training for persons to carry out project activities in the first year and train others as the project expands. This multiplier effect provides a large return on the disseminating project's initial investment, and enables the assisted project to develop its own leadership and means of sustaining itself with a minimum of additional assistance from the disseminating project.

8. **Do Not Impose Your Model.** Disseminating projects should attempt to inform local projects of the wide range of materials and techniques which are available to help their programs meet their needs and interests of their communities. Disseminating projects should be particularly aware of materials and methods other than their own which may contribute to the success of a local project's program. Thus a disseminating project which produces written materials should be aware of audio-visual materials that may provide useful supplements, and a disseminating project which specializes in simulation games and field trips should be aware that its activities are most successful as adjuncts to a rigorous course of study in law. If the disseminating project produces materials upon which it receives royalties, it should be aware of the potential conflict of interest, and encourage projects to review other materials as well before deciding which to adopt.

9. **Recognize the Need for Flexible Adaptation of the Project Model.** Some projects will choose to adopt significant portions of the disseminating project's model. The disseminating project should recognize, however, that the model must be adapted to particular circumstances, and that changes in the model may improve it. Indeed, the

00043

disseminating project should, in some measure, consider projects which it has helped establish as laboratories of law-related education. Ultimately it should learn as much from them as they learn from it.

10. Establish a Loose Network of Peers, Rather Than a Tightly Controlled Organization of Affiliated Projects. Local projects must be free to develop programs suited to their communities. They should not be under the control of disseminating projects. Instead, the disseminating project should sponsor periodic meetings of project directors, which will not only provide an opportunity for them to compare notes but will also enable the disseminating project itself to receive useful feedback.

VII. APPROACHES TO DISSEMINATION

This section considers some current approaches to dissemination of project models. Most of these approaches have not had a full trial. Indeed, many projects have been in the dissemination phase for less than a year and it is now impossible to determine which of these approaches is superior. Thus, this discussion considers their potential strengths and weaknesses.

One approach to dissemination depends upon block grants to the disseminating project. The disseminating project then makes sub-grants to beginning projects, and trains project leaders and teachers (and sometimes lawyers and justice agency personnel) at summer institutes. The Law in American Society Foundation and Illinois Project in Law-Focused Education use this approach to dissemination. Both are described in Appendix 6. This approach seems to have a number of advantages. Participants are trained intensively as teams for a period of weeks. This should develop a sense of shared endeavor most useful to incipient projects. In addition, the new project benefits from a cadre of leaders, trained to conduct their own teacher-training institutes within a year. The local projects receive at least partial funding, giving them a start and an opportunity to develop a track record, secure funding from other sources, and become institutionalized.

The disadvantages are (1) the substantial cost of a summer institute attended by persons from across the country, which may make this approach a luxury for a relative few; (2) the possibility that these projects may have been motivated by the lure of funds from "on high" rather than by a realistic long-run commitment to law-related education; and (3) the relatively short period of time (usually one year) in which the disseminating project provides financial help. This period may not be long enough for the local project to develop other sources of support.

Perhaps the grants should be renewable for another year in exceptional circumstances, or perhaps all grants should be "step-down" multi-year grants in which the project would receive less money each year according to a pre-arranged schedule. Either of these possibilities would give the project a greater opportunity to secure other support and thereby increase its chance for success.

A second approach to dissemination is less formal. The disseminating project receives a grant enabling its staff to conduct brief on-site consultations with a number of projects and supply them with books and pamphlets which help teachers and project administrators train themselves. A one or two day workshop is often arranged to demonstrate some teaching techniques and strategies. The disseminating project supplies continuing consulting assistance in proposal writing and other facets of fund-raising, as well as in educational aspects of law-related education. The Law in a Free Society national project, described in Appendix 6, is an example. This approach has the advantage of being relatively inexpensive. Local projects do not receive funds from the disseminating project, nor is there the expense of a summer institute. However, beginning a program requires much effort and expertise in curriculum development and teacher training, and local projects may not receive sufficient help from disseminating projects using this approach. It may be that phone calls and brief visits by disseminating staffs are not enough. Much hinges on the effectiveness of the disseminating project's self-instructional materials, whether a local project can develop effective training programs without extensive consultations with the disseminator, and whether it can financially support its early efforts without a small seed grant from the disseminating project.

A variation on this approach involves having the disseminating project set up regional offices in various areas of the country. (Law, Education and Participation (LEAP) provides an example of this approach. See Appendix 6.) This cuts down on travel and telephone expenses, makes it easier for project personnel to assist new projects in their area, and enables the regional offices of the disseminating project to build local bases of support and continue as regional centers after the initial dissemination grant has expired. The regional offices may be able to offer help throughout the year to local projects, such as the Philadelphia LEAP office's continuing in-service teacher-training program. Disadvantages may include the administrative confusion and added expense of multiple offices, and the need for the disseminating project's regional directors to spend a portion of their time raising funds and building community support.

00044A

2. Choosing the Project Director. How can a project choose an able director? While there are no hard and fast rules, several considerations can be suggested.

The director's background may depend on the size of the project. Two directors of statewide projects are public relations directors of state bar associations. This suggests that larger projects, which maintain a staff composed of educational and legal specialists, may be effectively administered by someone with managerial skills who may lack specific expertise in either law or education. However, in smaller projects where the director is apt to be more actively involved in teacher training and curriculum development, it is probably best that he be either a lawyer or an educator. A social studies educator might require the least amount of extra training, since he begins with an understanding of instructional strategies and curriculum development that will be immediately useful to the project. Indeed, Table 3 of Appendix 3 shows that educators comprise most full-time professional staffs. Lawyers and law professors, if they are staff members at all, are generally part-time.

Projects of all sizes should regard previous administrative experience as an important consideration in the selection of an able project director. It is not necessary that the administrative background be in law-related education or another interdisciplinary education program. One successful director was a school principal who now divides his time between administering a law-related education program and directing the custodial services of his school system. He appears successful in each of these roles because of his general managerial skills.

However, projects should probably not restrict their search to candidates who have been administrators. Many lawyers, teachers, and law school or university professors have useful expertise and might, with the help of experience or training in administration, become excellent project directors.

It may be helpful to select a project director known and respected by educators, lawyers or law enforcement personnel. The project will benefit from the active support of all of these groups, and if the director begins with the respect of at least one, his job will be much easier. However, someone from another city with skills to build a coalition of support might make an equally suitable candidate.

In addition, in selecting a director projects should be aware of another problem. The Ford Foundation found an exceptionally high turnover of project directors (only four of 25 projects had the same director throughout the period of Foundation funding.) It concluded that "when directors changed, so did basic interests and capabilities. Existing pri-

00045

Disseminating projects operating within state departments of education offer very different problems and opportunities. They can draw on the expertise of a number of in-house specialists in curriculum development, materials evaluation, and evaluation of programs. In addition, they have the prestige of the state department of education behind them, and well established channels of communication with local schools. The disadvantages are (1) the state department of education's personnel assigned to the project may have other responsibilities and thus not be able to devote sufficient time to the job; (2) the state department's approach may be formalistic, focusing heavily on producing reports and studies rather than action-programs; and (3) the project may not develop grass roots support or gather much feedback from teachers and students.

There are other approaches to dissemination, as well as variations on these approaches, and as the movement to bring law-related education to the schools expands there undoubtedly will be other models developed. This suggests the need for systematic evaluation of approaches to developing and disseminating project models. Most current experiments are relatively new, however, and only after several years will it be possible to evaluate them properly.

VIII. PROJECT ADMINISTRATION

This section discusses in detail the roles of (1) the project director and (2) the project's governing board.

1. The Importance of the Project Director. The experts on law-related education who were interviewed for this study agreed that the project director, more than any other single person, is responsible for the success or failure of a project. This is consistent with the Ford Foundation's finding that "No matter what the governing structure of the projects, by far the greatest responsibility (for their design, implementation, maintenance, and improvement) lay with the project directors." [17]

In a small project the director may be the only full-time professional staff person; in larger projects he is generally responsible for choosing and training the rest of the staff. He helps set policy and has the principal responsibility for implementing it. He supervises curriculum development, teacher training, and the preparation of materials. He has the day-to-day task of building and maintaining support for the project, both in the general community and in the organizations which can support the project with funds, volunteer labor, and services.

00045A

orities were abandoned and neglected, new ones were established, and resources had to be devoted to gearing-up again and resolving the uncertainties that accompany that process." [18] So far, turnover of directors of law-related projects has been low. For example, only three of the 14 projects described in Appendix 6 have changed directors. However, the following recommendations of the Ford Foundation may help keep turnover low:

> First . . . projects should consider efforts to modify the prevailing high mobility value system and to provide incentives for more leaders to remain with their change efforts until these are implemented and firmly established. . . . Second, as a means of capitalizing on possibly inevitable turnover, more attention should be paid when planning a project to the different leadership characteristics that are required during different stages of innovative efforts. Ideally, turnover should occur at a natural breaking point. New leaders should be chosen who are especially apt at pursuing the existing objectives rather than exclusively creating their own new objectives. . . . [19]

We recommend that the project director have the following skills.

1. **The Project Director Should Be Concerned with the Long-Term Goals of the Project.** Charles Silberman has remarked that American public education is directed by harried administrators attempting to address immediate problems, rather than by administrators able or willing to think hard about their role and the purposes of educational programs.[20] This observation is particularly applicable to new law-related education projects, which are often strapped for funds and difficult to administer. Moreover, since law-related education may be difficult to define, the director may be tempted to make abrupt changes of direction, to stress one aspect of the program and ignore others in order to take advantage of current trends in funding. Such flexibility is deleterious if it serves as a substitute for carefully conceived, long-range goals. While the entire project staff should be concerned with goals, the director bears the responsibility of formulating and implementing them.

2. **The Project Director Should be Able To Distinguish Between Activity and Accomplishment.** Educational administrators often mistake activity, which they can measure easily, for progress, which is much harder to measure. Thus they may look to amount of funds raised, number of conferences held, and amount of publicity garnered by the project, rather than to changes in the skills and attitudes of students.

00046

3. The Project Director Should Be Able to Locate Funding Sources and Secure Financial Support. The survey of projects conducted for this report showed that nearly 40 percent of directors reported that lack of funds was one of three principal problems, while another 25 percent indicated "lack of staff" and an equal number indicated "lack of support," both of which are probable indications of lack of funds. (See Figure 14 of Appendix 3). Yet most project directors do not rank fund raising and public relations among their three most important activities (see Figure 4 of Appendix 3), even though these are essential to most projects. The director should be able to secure public recognition for the project's success, and must be able to plan and execute campaigns to secure ample funding from such private foundations, school systems, state or federal educational authorities, and law enforcement funding agencies.

4. The Project Director Must be Able to Persuade Other Individuals and Groups to Join in Support of Law-Related Education. It is the director's responsibility to mobilize lawyers, educators, and law enforcement and justice agency officials, and arrange for the effective use of their talents. Some can serve as instructors in teacher-training institutes; others can serve as liaisons to bar associations or funding agencies. In building this coalition of support, the project director must remember that his "power to persuade . . . is his ability to educate."[21] Though a project is ultimately concerned with the education of children, the director must also be concerned with educating the disparate persons whose energy and commitment are required if the project is to succeed.

IX. THE GOVERNING BODY

Data from questionnaires completed by projects indicates that 84 percent of the projects have some type of board to supply counsel and/or direction, and almost all of the projects described in Appendix 6 have such boards. In general, only the very smallest projects (*e. g.*, those active in no more than a handful of schools) do not have boards. The survey shows that two-thirds of these boards make policy and about one-third are advisory only. Most boards are interdisciplinary.

Some projects have two boards: a board of directors (or steering committee or program committee) which sets policy and meets regularly throughout the year; and a board of advisers (or advisory committee or commission) which meets less frequently, perhaps only once a year. The advisory group is often larger than the policy-making group, because it is desirable that it contain persons from many fields and

00047

academic disciplines. In addition a large board of advisers is not necessarily a disadvantage because it is designed to provide a forum for new ideas and insights rather than reach conclusions. A large advisory group provides a pool of talent for the project. Its members may be tapped selectively for their expertise by telephone or through individual meetings. However, because most projects seem to have one board, fulfilling in some measure both functions, the following recommendations assume the existence of only one board.

1. **The Board Should Make Long-Term Policy and Provide Counsel to the Project's Staff.** In practice, some boards are relatively passive and restrict themselves to approving policy made by the staff. If the board contains leaders of the education, legal and law enforcement communities, its talents are being neglected in this rubber-stamp function, and it should be encouraged to review the operation and provide insight and wisdom. The boards of some projects meet as often as once a month, and board members are often asked to contribute additional time. Board members should therefore (1) have stature in the community and (2) be willing actively to further the project. Finding persons who meet both criteria may be a most difficult task.

2. **Board Members Should Help Locate and Raise Funds for the Project.** Through their contacts with bar associations, business and community groups, and corporations, individual board members can help open doors to a number of possible funding sources. While these sources are unlikely to provide enough funds for all project activities, they can provide seed money for the early days and continuing support when major grants expire. They can develop long-term funding strategies, locate potential funding sources, write and/or review funding proposals, and help make initial contact with officers of funding sources.

3. **The Board Should be a Means of Legitimizing the Project and Assisting in its Institutionalization.** Project directors interviewed for the study agreed that projects must have formal affiliation and strong support from other organizations. The board provides the means of demonstrating such support. Board members may sit as formal representatives of co-sponsoring or affiliated organizations, or informally represent them. In addition, institutionalization will be more likely if representatives of school systems or other institutions sit on the board through the pilot phase and are familiar with the project's goals and activities.

4. **The Board Should be a Means of Representing the Community.** Law-related education projects should respond to the needs and interests of the community. Board members can represent service clubs, business

00048

associations, civic and religious groups, and community improvement groups. These members should help the project understand and respond to the concerns of the community, as well as provide another source of legitimacy.

5. **The Board Should be a Means of Securing Volunteers.** Projects must ask lawyers, law enforcement officials and other community members to volunteer their services. Board members representing bar associations, law enforcement agencies, and justice agencies are in an excellent position to encourage volunteers to make classroom appearances. They can also help locate persons to assist students on internships and field trips. Indeed, in addition to mobilizing others, board members have themselves often contributed in these ways.

6. **The Board Should Help Monitor Programs.** Though formal evaluations are an important means of measuring progress, informal methods, such as representation on the board by students, parents, and community representatives can help assure that the goals and activities of the project meet their educational needs.

7. **The Board Should Serve as a Buffer Between the Project and its Critics.** Law-related educational innovations, such as the teaching of controversial issues, may arouse some criticism. By carefully discussing equal educational opportunity, student and teacher rights, due process, and other law-related issues, teachers may unsettle some administrators and parents, even if they teach with a high level of competence and no hint of advocacy. Projects can help protect themselves from these charges by a board which is politically and ideologically representative of the whole community. The bar association in particular can help buffer teachers from unfair charges based on their skilled introduction of realistic, open-ended Socratic inquiry into legal issues. Of course, poor teachers who abuse their role to indoctrinate students and advocate their own ideas need not be defended. Good training programs will minimize the dangers of confusing even-handed dialectical teaching with indoctrination and advocacy.

8. **Board Members Should Help to Disseminate the Project Model.** The project's staff must be principally responsible for dissemination. However, board members may help projects which are in the dissemination phase locate persons and groups interested in law-related education. For example, the National Committee of Law, Education And Participation has attempted to open doors to law-related education by having some of its members who are in positions of prominence write to their colleagues in other states.

X. RECOMMENDED GUIDELINES FOR FUNDING AGENCIES REGARDING PROJECT STRUCTURE AND ADMINISTRATION

1. Funding Agencies Should Regard Ability of Administrative Personnel as a Principal Criterion in Determining Whether to Fund a Project. The survey of state planning agencies and LEAA offices showed that "administrative quality" is a relatively unimportant criterion in deciding to approve grants. Only 16 percent mentioned it as one of the four most important criteria, and none considered it the most important. Yet, as Robert Mayer, a former program officer of the Ford Foundation has observed, funding agencies "are primarily in the business of betting on people, on the ability of human beings to carry out a proposed activity. Even if we talk about grants for construction of a new building, we must depend upon the people who have planned the building and those who will see that it is built. So, the existing inner strength of an institution is a key element used in measuring the capability of that institution to move forward." [22]

This suggests that funding agencies should actively consider the academic and administrative qualifications of the staff, particularly the director. Indeed, the agency's representatives should meet with the director and other members of his staff as a means of determining the staff's ability to carry out proposed activities.

2. Funding Agencies Should Determine the Extent of a Project's Support from Other Groups and Institutions. The criterion for funding a project most frequently mentioned by LEAA agencies is the probability of the project's "being incorporated into school system(s) or other institution(s)." (See Figure 6 of Appendix 2). Another criterion selected frequently was the possibility for a "multiplier effect, *i. e.*, the project model will be widely adaptable." No funding agency wishes to support a project in perpetuity or have a worthwhile project wither when support is withdrawn. Institutionalization and a multiplier effect are standard ways of securing a larger or longer-term return on investment. However, Figure 6 shows that LEAA agencies seem to have little interest in a project's ability to obtain funds from other sources, and almost no interest in its ability to obtain volunteer support. Both should be means of measuring the extent of interest in and commitment to the project, factors crucial to its institutionalization, its usefulness as a model, and its survival when major grants expire. Therefore, a funding agency should determine the extent of a project's support from formal co-sponsors and other groups. One means of doing so is to examine the composition of the project's board.

3. Funding Agencies Should Encourage Sound Management by Monitoring Project Activities Closely. Grantors should be particularly conscious of projects' statements of goals and objectives. The Ford Foundation's researchers found that "larger scale change seemed more likely to occur when grantee and grantor agreed before funds were committed on the specific purpose, nature, extent, and limitations of a proposed project." Grantors can help assure that a project has meaningful goals by recalling the Ford Foundation's experience that "general, broad-purpose grants awarded for 'improving educational opportunity' or for testing innovations (unspecified) did not allow for the definition or the commitment by any of the parties to measurable outcomes."[23] Funding agencies should review carefully a project's proposed timetable before funding. After funding they should require regular reports on disbursements and progress towards its objectives. These reports should be supplemented by periodic visits.

CHAPTER 2 FOOTNOTES

1. *A Foundation Goes to School: The Ford Foundation Comprehensive School Improvement Program 1960–1970* (New York: Ford Foundation, 1972), p. 3.
2. Quoted in Edwin A. Read, "Accountability and Management by Objectives," *NASSP Bulletin*, March, 1974, p. 2.
3. Quoted in *ibid.*, p. 3.
4. See in particular a speech by United States Education Commissioner Terrel Bell, reported in the July 16, 1974 edition of *Education Daily* ("Bell's 13 steps to Accountability," pp. 2–3). Pragmatic strategies to help secure reform in education are suggested in an article by Alan Gartner and Frank Riessman, "Strategies for Large-Scale Educational Reform," *Teachers College Record*, LXXV (February, 1974), pp. 349–355.
5. *A Foundation Goes to School*, p. 29.
6. *Ibid.*, p. 35.
7. *The Reform of Secondary Education* (New York: McGraw-Hill Book Company, 1973), p. 25.
8. Quoted in Silberman, *Crisis in the Classroom: The Remaking of American Education* (New York: Random House, 1970), p. 507.
9. Center for Law-Related Education, *Teaching About Law in Secondary Schools: 1973 Summer Institute Program* (Cincinnati: Center for Law-Related Education, 1973).
10. Quoted in *The Reform of Secondary Education*, p. 30.
11. *A Foundation Goes to School*, p. 29.
12. Gartner and Riessman, "Strategies for Large-Scale Educational Reform," p. 352.
13. *A Foundation Goes to School*, p. 39.

14. Gartner and Riessman, "Strategies for Large-Scale Educational Reform." p. 351.

15. *Ibid.*, p. 353.

16. *Ibid.*, p. 351n.

17. *A Foundation Goes to School*, p. 33.

18. *Ibid.*, p. 33.

19. *Ibid.*, p. 34.

20. Silberman, *Crisis in the Classroom*. Mr. Silberman's insistence on the necessity for hard thinking about educational goals forms the entire book, but see especially pp. 3–49.

21. *Ibid.*, p. 278.

22. "What Will a Foundation Look For When You Submit a Grant Proposal?", *The Foundation Center Information Quarterly*, October, 1972, p. 4.

23. *A Foundation Goes to School*, p. 42.

CHAPTER 3

TEACHING AND LEARNING

This chapter begins with a recommendation that teaching and learning objectives be established that strive for improvements in the knowledge, attitudes, and behavior of students. To implement these objectives we recommend that major efforts be made in teacher-training, curriculum and materials development, methods of instruction, and evaluation.

I. GOALS

Although goals will vary with the particular interests and priorities of each project, general guidelines for their determination and implementation can be recommended.

1. **Seek to Produce Significant and Lasting Changes in Students.** Data gathered from surveys of projects and LEAA agencies show that grantees and grantors agree that projects should seek to attain goals which involve positive changes in the way students think, feel, and act about citizenship, law, the legal process, and law enforcement.

When projects were asked to indicate their three principal goals, they most frequently chose, in the following order, increased "appreciation and respect for the legal process," increased "knowledge of the law" and "responsible citizenship participation." (See Figure 6 of Appendix 3.)

LEAA agencies generally consider reduced juvenile crime and increased appreciation and respect for legal processes to be the most desirable results of programs, with somewhat fewer indicating that increased information about the law and responsible citizenship participation are important. (See Figure 13 of Appendix 2.)

It is important to note, however, that there is very little evidence to support a causal relationship between law-related educational programs and crime reduction. It would be wrong to aim a program toward crime reduction because the proper study of law goes well beyond the study of criminal law. An educational program is sought, not a program in crime control.

2. **Make Courses in Law and Legal Processes Integral Parts of the Curriculum of Elementary and Secondary Schools.** Many approaches to law studies are not effective because they are not part of the regular

00053

course of study. For example, annual Law Day observances are generally ineffective attempts to influence students' behavior. Bar association members often visit schools on or about May 1 to deliver speeches on the need for law and the American system of justice. Law Day observances sometimes also include mock trials or case studies of legal issues. However, these observances are isolated events with little or no connection to regular courses of study. Law Day activities are no more effective in preparing students to deal with law and the legal process than once-a-year lectures in the importance of mathematics would be to give students the skills and understanding of mathematical concepts they will need as adults.

Court tour programs or visits to correctional facilities may be similarly deficient. They are a valuable addition to a carefully conceived curriculum of law studies, when students are well prepared for the visits and have the opportunity to discuss them afterwards, but they are of little value when they stand alone. Like Law Day observances, isolated tours may teach students little about the nature and function of law, and may have no long-term impact.

These well-meaning efforts stimulate students' curiosity about law, but they are not sufficient to make significant changes in students' skills, attitudes, and behavior. To do that, law-related educational programs must become an important part of the curricula so that students can receive instruction in law and the legal process.

II. TEACHER TRAINING

1. Prepare Teachers to Teach Law Studies and Use Lawyers Primarily to Train Teachers. Effective teacher training is the most important component of law-related education. While lawyers, judges, and law enforcement officials can help by making occasional classroom visits, only teachers can be expected to bear the instructional burden and implement the goals of law-related education. There are more than eight times as many teachers as lawyers in the United States, and few lawyers can be expected to devote more than one or two hours a week to law-related education. It is equally unrealistic to expect law enforcement officials and law school faculty and students to staff widespread courses in law and the legal process in the schools.[1] Trained teachers have important instructional skills and experience with youngsters that lawyers and other volunteers lack.

Law-related education comprises a formidable amount of varied and troubling concepts, issues, and information. Teachers are understandably reluctant to enter a complex, controversial, and unfamiliar area.

00054

Therefore, special training for classroom teachers is necessary. This suggests that lawyers can best serve law-related education by helping to train teachers. Moreover, lawyers make most effective use of their time when they help train teachers. When a lawyer teaches a class himself it is unlikely that he will reach more than 35 students. When he takes the same amount of time to train a group of teachers, he is effectively reaching hundreds of students.

Law is a challenging subject to teach and most teachers are wholly unfamiliar with its substance and pedagogy. Teacher training, therefore, cannot be accomplished without extensive effort. Figure 10 of Appendix 3 shows that projects are likely to offer a series of in-service meetings and/or a concentrated course for teachers of at least two days duration. This relatively substantial commitment to teacher training is the very least that a project should offer.

We also recommend that projects seek to train teachers during regular school hours (as they are released from some of their normal duties), and provide special credit or other credentialing recognition for training sessions, thus indicating that the project is important and has the backing of school authorities. Otherwise, according to the Ford Foundation's researchers, "such efforts [are] continually seen as additions to normal job assignments. [They operate] on the same principle or [have] the same effect as 'moonlighting'—*i. e.*, the regular job comes first. . . . In neither case does the school system or other project element signal that the project is as important as business as usual."[2]

2. Teacher Training Should be an Integral Part of the Project's Activities. Well trained teachers can help train other teachers, become project staff members, and help develop curriculum and materials. The teacher-training process itself can be an essential part of the project's pedagogy. In many projects teacher training has been inseparable from curriculum development and the preparation of materials. The Law in a Free Society project (see Appendix 6) used teachers attending in-service training courses to test law-related curriculum units in their classes and report on their effectiveness. Teachers who are being trained can create lesson plans, the best of which can be shared with other teachers. Teacher-training materials, as well as student materials, are often developed in conjunction with teacher-training sessions (see description of Cincinnati's Center for Law-Related Education in Appendix 6). The objectives of a project may be strongly influenced by what it has learned through its teacher-training sessions, as well as through the expertise of its trained teachers.

3. Supply Teachers with Substantive Knowledge About Law and Appropriate Instructional Techniques. The survey of projects conducted for this report indicated that teachers have two principal problems in participating in law-related education programs: (1) lack of knowledge about law and the legal process and (2) lack of confidence in teaching the subjects. (See Figure 12 of Appendix 3). Many teacher-training institutes have assembled a faculty of lawyers, judges, and law school professors to meet the first need. To meet the second, many institutes provide training in instructional strategies particularly appropriate for law-related education. Some teacher-training institutes have used professors of education to demonstrate such strategies; others have had success with previously trained classroom teachers. Using experienced teachers to train teachers offers evidence that teachers can be trained in law, and they are especially sensitive to the concerns that their colleagues feel when approaching a new and complex subject.

Teacher-training sessions work best if they provide teachers with knowledge and skills which they can use directly in their own classrooms. Therefore, a project should try to provide specific materials and techniques appropriate for every participating teacher's curriculum and grade level.

4. Do Not Restrict Teacher Training to Formal Sessions; Counsel and Assist Teachers Throughout the School Year. The survey of projects revealed that other problems frequently encountered by teachers were "inability to take time from other subject areas," lack of encouragement or support from school authorities," "lack of time to prepare to teach a new subject," and "lack of materials." (See Figure 12 of Appendix 3). All of these problems can, in some measure, be alleviated by continuing assistance from the project's staff. The staff can provide teachers with information about particularly good law-related materials, and can work with school authorities to see that teachers have the time and support to fully implement programs in their classrooms. Projects should also offer occasional mini-courses for teachers during the school year to provide further instruction in law and the opportunity for teachers to compare notes on their classroom experiences. (Oklahoma's statewide project, Law for Public School Use, has developed an extensive follow-up program for its in-service training institutes. See Appendix 7 for its address.) Lawyers can be used in follow-up activities as well. Through a "hot-line" system, each teacher can be put in touch with a lawyer willing to help work out problems relating to content that may arise in class.

00056

5. Offer Teacher-Training Courses Through an Institution of Higher Education, if Possible. Teacher-training courses offered in cooperation with a university enable teachers to receive credit toward a graduate degree. For example, participants in the Law in American Society Foundation's summer institute can elect to receive graduate credit from DePaul University, Northwestern University or the University of Illinois upon successful completion of their training. As Figure 2 of Appendix 3 shows, graduate credit is the most frequent incentive which projects offer teachers. There are substantial pedagogical benefits as well. The university's faculties of education, law, sociology, and political science offer valuable resources. Moreover, as the National Commission on the Reform of Secondary Education urges, teacher-training institutes should be encouraged to provide courses for both experienced and pre-service teachers.[3] Such a mixture of theory and experience should lead to classes which include a variety of teaching styles and ideas about instructional methods.

6. Train Non-Educators Who Help Teach Students and Train Teachers. In addition to their primary role in teacher training, volunteer lawyers, judges, and law enforcement officers can help projects by serving as occasional classroom lecturers, judges in mock trials, resource persons on points of law, and guides to students' field experiences. Non-educators can benefit from learning about techniques that will enable them to make the most of their expertise in working with teachers and youngsters. Because these persons have many other responsibilities, extensive training will usually be impossible. However, Figure 9 of Appendix 3 indicates that most projects offer at least some form of training, the most common being one or more in-service meetings. Orientation workshops for educators and lawyers who will teach teachers are extremely useful. Experts who participated in our Conference considered such workshops a high priority.

III. CURRICULUM AND MATERIALS DEVELOPMENT

1. Create Curricula Which Strive to Fundamentally Improve Students' Understanding of Law and the Legal Process. If the principal goal of projects is to make positive changes in the attitudes and skills of youngsters, then law-related curricula cannot merely impart specific information or inculcate simple maxims about the need to be a good citizen. Students must be trained to understand the role and nature of law in a democratic society.

Projects generally attempt to help students achieve this understanding through courses which touch directly on fundamental legal and ju-

00057

risprudential issues. As Figure 7 of Appendix 3 indicates, the subjects most often stressed--judicial process, basic legal concepts, rights and responsibilities of citizenship, and the Bill of Rights—are among those which can help to impart this knowledge. Survey data from LEAA agencies indicates that they are similarly interested in these general areas.[4]

This is not to say that courses designed around legal subject matter cannot be the springboard to such understanding. Some projects seek to help develop understanding of the law and legal process through involving students in specific areas of law of particular interest to them. Approximately 25 percent of projects surveyed stressed courses in juvenile law, criminal law, consumer law, and law enforcement. Each of these can be pursued, not only for specific information, but also for the insights which they can provide into the role of law in society, and the relationships among people and between individuals and the government.

Law related curriculum units in existing courses are another means of imparting improved understanding of law. Units in law may enrich courses in American History, Civics, Sociology, or Anthropology, and a legal conponent can be made a part of courses outside of the social studies such as English (Literature and The Law) and even such science courses as Chemistry and Biology (Environmental Law). Drug abuse education, according to recent studies, has largely been a failure. A law-related approach can help students understand the implications of violating the laws, as well as showing how they can work constructively to reform aspects of the drug laws.

2. **Design Curricula for Elementary and Junior High Schools, as Well as for Secondary Schools.** The surveys conducted for this report indicate that projects are most active in the upper grades and that funding agencies approve of this emphasis.[5] However, positive improvements in the way students think, feel, and act are more likely if the child is involved early in his school career and if law-related education continues throughout his schooling. Materials and curricula have been prepared for very young students which engage them in the resolution of difficult moral problems. These exercises stimulate children to reason at higher moral as well as intellectual levels. There is a close correlation between legal and moral education. "Inherent in citizenship," California Superintendent of Schools Wilson Riles said recently, "are three of the basic moral values of men—freedom, justice and brotherhood."[6] The first two of these moral values are the essence of our legal system.

Law-related education should be implemented with intensive and systematic courses of sufficient duration. The precise emphasis at each grade level will depend on the project's goals, the skills of its teachers, and

00058

the age and intellectual attainment of students. However, most projects provide instruction for a minimum of 40 days per year (*i. e.*, approximately one-half a semester) and a substantial number of projects offer students at least 80 days (one semester) of instruction. (See Table 2 of Appendix 3).

3. Strive to Present Legal Issues Realistically, Acknowledging Conflict and Controversial Issues. Traditional courses in civics and government, educators generally agree, present a romantic myth of the American legal system, in which the ideals of democracy are confused with the realities of politics.

Students have access to the "real world" on TV and in the street. An unrealistic curriculum in the schools, therefore, may increase cynicism about the effectiveness of democratic procedures, by creating a dissonance between what they know and what they are taught.

Law-related curricula can help solve this problem by raising issues which are relevant to students and posing questions concerning the practical problems of achieving justice which can fully engage their intelligence. Should drug use be controlled? Should abortion be permitted? To what degree should environmental factors control otherwise free use of property? How can we reconcile the rights of free press and fair trial? Law-related curricula should be based on a conception of law as "a series of topics for reflection, grounded on very real human concerns as they arise in a specific factual context of cases and disputes. . . . The study of law in the schools must be problematic analyses of real issues as they affect real people, little people and big people." [7]

4. Consider Developing Curricula That Assist Students to Learn About Careers in Law and Law Enforcement. A number of recent educational reports [8] have urged that American education, particularly on the secondary level, inform students about a wide variety of possible careers and begin to train interested students for many of these careers. Expanded career education programs are under discussion or have begun in a number of secondary schools. Though projects have not stressed career education (see Figure 7 of Appendix 3), the current interest in career education among educators and students, as well as the continuing need for law enforcement and corrections personnel, legal secretaries and para-legal persons suggests that projects might provide a real service by emphasizing vocational possibilities associated with law, other than legal practice itself.

5. Consider Producing Supplementary Materials to Help Implement Law-Related Curricula, But Do Not Overinvest in Materials De-

00059

velopment. YEFC's *Bibliography of Law-Related Curriculum Materials: Annotated* lists and describes over 500 books and pamphlets suitable for elementary and secondary school classrooms. In view of the increasing commercial availability of materials, we do not recommend that projects consider materials development a high priority.

In addition, materials development is expensive and time consuming, and may not be an effective use of the project's resources. The Ford Foundation concluded that projects which it funded underestimated the difficulties in producing new curriculum units and overproduced curriculum materials. "As we now know . . . any significant process for curriculum development must meet a number of demands: scholarly input to assure intellectual rigor; expertise in learning theory and child development to support methodologies; extensive testing, evaluation, and revision; programs for teacher-training; and procedures for dissemination." The Foundation sadly concluded that, "in terms of both cost and student teacher learning, the adoption of professionally developed curricula produced far more substantive change than in-house curriculum development."[9]

However, it is unlikely that available materials can fully implement curricula created to meet the specific needs of students and communities. Therefore, projects might wish to create their own teacher and student materials to supplement commercially prepared materials. Most projects responding to our survey used a combination of commercial and project-produced materials. The latter included lesson plans and background reports on points of law for teachers, and learning packets and mimeographed case studies for students.

There are advantages to project-produced supplementary materials: (1) they can be tailored for the laws of a particular jurisdiction; (2) they can be prepared by the project's staff, teachers and students and tested in the classrooms of local schools and therefore more closely meet the objectives of the project; (3) they are often less expensive than commercial materials and can be periodically revised at little additional expense; and (4) they can be made relevant to the lives and concerns of local students. However, projects should be thoroughly familiar with available materials and not spend time, money, and energy creating materials which have been developed elsewhere.

6. Make a Special Effort to Provide Adequate Audio-Visual Aids. Films and filmstrips can be effective means of instruction, especially for young children and older students with reading difficulties. A number of excellent law-related films, filmstrips and cassettes are now in distribution. (YEFC's *Law-Related Audio-Visual Materials: An An-*

00060

notated Catalog is a guide to more than 400 currently available materials.) The best audio-visual materials are open-ended, posing a question or unresolved situation and encouraging students to discuss and decide the answer or resolution for themselves, furnishing a foundation on which a stimulating classroom exercise can be built.

Though some projects have assembled slide and audio-tape presentations, filmstrips, and cassettes on aspects of law that are particularly relevant to their program, we believe that most projects should not prepare their own audio-visual materials. Generally, locally produced audio-visual materials will be considerably more expensive than written materials, and there is the risk that they will be amateurish and fail to engage students' attention.

IV. METHODS OF INSTRUCTION

1. Encourage the Use of the Inquiry Method of Instruction. The inquiry (or discovery) method of instruction seeks to actively involve students in the process of education by encouraging them to discover and analyze the issues, values, and ideas inherent in legal cases and historical or current controversies. The inquiry method provides the means to analyze a problem and search for principles that may govern its solution. Properly used, it is a particularly stimulating form of instruction.

We must stress, however, that the inquiry method is often abused in practice. Allen Graubard, in his book, *Free the Children*, warns that the inquiry method is often a "pretentious gimmick . . . theoretically grounded in a pastiche of bad philosophy and pretentiously phrased common sense taken from McLuhan and general semantics." [10] In practice it sometimes becomes a disguised form of lecture, with students led to the teacher's predetermined conclusions.

When properly used, the inquiry method is very different from traditional methods. Too much of our civic and social studies education has been limited to the uncritical transmission of values and ideals to students who are expected to accept them passively, as they are later expected to accept the values transmitted via the media, especially television. Our civic education has provided us with symbols, ikons and dogma, rather than the skills required for active and responsible citizenship participation. The inquiry method is a means of helping students understand that rights are often in conflict, that judicial decisions and statutory interpretations are often ambiguous and leave parts of questions unanswered, and that disputes between landlords and tenants, and merchants and consumers, are often more difficult to resolve than they appear.

00061

If the values and procedures inherent in the rule of law are to be inculcated effectively, they must be taught dialectically, and our laws must be understood as changing standards for appraising action.

The inquiry method is especially well suited to law-related education. Though it is a relatively new addition to the jargon, if not the pedagogy of good elementary and secondary teachers, it has been part of the instructional techniques of law schools for many decades in the form of case studies and the Socratic method.

Data from the project survey (see Figure 8 of Appendix 3) indicates that most projects use techniques such as discussion and case studies which are well suited for open-ended exploration of issues. If projects are to achieve significant changes in the way students think, feel, and behave, then this instructional technique relying upon the curiosity and active co-operation of students is necessary.

2. **Encourage Role-Playing Exercises.** More than one-third of the projects use at least one form of dramatization as an instructional technique. (See Figure 8 of Appendix 3.) Mock trials are a common form of role playing which serves to acquaint students with court procedures and to give them first-hand experience with the functions of participants in a judicial action. There are also role playing exercises and simulation games for other aspects of the judicial process. In a parole role playing exercise, students take the roles of the convict, the victim, a representative of society, prison officials, and the parole board. A simulation game on jury selection might involve students as potential jurors, attorneys, the judge, and the litigants.

The goal of the exercises is to give students insight into the nature of the legal process, the contributions of each participant, and the values inherent in judicial procedures. These forms of dramatization do not constitute a full curriculum in themselves, but they are an invaluable supplement to law-related courses of study. They are particularly valuable for students who do not work well with the printed page, but who can grasp concepts rapidly by acting them out.

3. **Seek to Develop and Implement Field-Learning Experiences.** "Action-learning" programs allow youngsters to learn by involving them in the real life of the community. Like role-playing exercises, action-learning programs are best used to supplement law-related curricula. Two examples are research projects involving extensive court observation; and work-study programs in which students serve as interns, working as aides to legislators, law enforcement officials, or attorneys. Students are under the general direction of their instructor, and return

00062

periodically to the classroom for seminars with other students involved in action-learning programs, in which they compare notes and receive formal instruction linked to their field experience. Here, as in the inquiry method, students take part in shaping the curriculum through their own discoveries.

Many educators believe that action-learning programs can have a pronounced impact on students. As the Report of the National Commission on the Reform of Secondary Education notes, "by shutting off the young person from swirling, living currents of [his] culture, schools stultify rather than foster his growth and development . . . Students need not be in school to . . . learn about law enforcement, court procedures, and citizens' rights under the Constitution."[11] Such law-related projects as the Institute for Political/Legal Education and Youth and the Administration of Justice (both described in Appendix 6) have developed extensive programs of student involvement in the justice system and the political process. Projects should seek to work with bar associations, agencies of the justice system, and other groups to develop programs enabling students to learn by getting out of the classroom and seeing the law in operation.

4. Endeavor to Use the Governance of the School as a Model of Justice. The Justice Model uses the day-to-day operation of the school itself to teach students about even-handed conflict resolution, due process, and other components of a just legal system.[12] Any institution has its own set of rules and procedures. In many schools, however, the student's behavior may be rigorously regulated and he may have few procedural safeguards. Indeed, Professors Gerald Marker and Howard Mehlinger have said that "due process is not available to students. When students are accused by teachers of violations of school rules, they already stand convicted. There is no presumption of innocence until evidence is heard."[13] This contrasts sharply with what civics students are taught about the judicial system, and students are more likely to be convinced by their school experiences than their course work. Indeed, a recent study concluded that a majority of high school students perceive their schools to be essentially undemocratic institutions.[14]

The Justice Model attempts to reverse students' perceptions of institutional injustice. Teachers and students have used a variety of procedures to resolve disputes. Youngsters are given the opportunity to learn by doing, to discover the problematic reality underlying abstractions such as "justice" and "order." Though using the school or the classroom itself as a working Justice Model will require much careful planning, and though a pronounced change in the conduct of educational

00063

institutions will be slow in coming, this means of instruction may offer real improvement in educational achievement and student morale.

V. EVALUATION

Evaluation of educational programs is of the highest importance to projects, and is of equal interest to funding agencies who use it to determine if their funds have produced desired effects. The recommendations in this section pertain equally to funding agencies and projects, except for the final three recommendations, which pertain to funding agencies alone.

1. Educational Programs Should be Evaluated. Projects must be evaluated because it is impossible to administer an enterprise effectively without measuring the progress achieved in each of its undertakings. Indeed, the current interest in evaluating educational programs is a belated recognition that sound management principles can be applied to education.

However, surveys conducted for this report showed that the activities of many projects are not formally evaluated. Half of the LEAA agencies which fund law-related projects indicate that they have *no* methods of evaluating these projects (see Figure 12 of Appendix 2), and as many as 42 percent of projects may not be formally evaluated.[15] These findings suggest that projects and funding agencies should be concerned with the development of accurate means of evaluating the results of projects' efforts.

2. The Prerequisites for Useful Evaluation Should be Present. Management analyst Joseph F. Wholey has written that many evaluations of federal government programs have been useless because "evaluators have little control [over] . . . the evaluability of programs." He suggests that the evaluator should make a "preassessment of evaluability to determine whether the program satisfies the prerequisites for useful evaluation, namely, that (1) objectives and planned activities have been defined in measurable terms, (2) plausible assumptions have been made linking expenditures, program activities, and expected outcomes, and (3) policy makers and program managers are willing and able to identify specific needs for evaluation information."[16] In addition to furthering meaningful evaluations, implementation of this procedure would improve the goal- and objective-setting process of projects, as well as improve their administrative efficiency.

3. Evaluations Should be Conducted by Independent Evaluators. LEAA agencies report that nearly half of the projects which they fund-

00064

ed and which were evaluated, conducted their own evaluations. (See Figure 12 of Appendix 2). This percentage may be higher for all projects. For example, all but one of the projects included in Appendix 6 conducted their own evaluations, either by a staff member or an evaluator whom they retained. However, evaluations conducted by specialists paid by projects may be somewhat suspect. Until professional standards for educational evaluators are established and maintained, funding agencies should give special attention to who evaluates a project and who pays for it.

4. Evaluations Should Measure Changes in Teachers, and Gather the Opinions of Others Actively Involved in Projects. Given the central importance of teacher training, changes in the attitudes and abilities of teachers should be evaluated. Evaluations should include the opinions of lawyers, law professors and law students, parents, and law enforcement officials, gathered by interview and questionnaire before and after the project begins.

5. Evaluations of Teachers and Students Should be Both Formal and Informal. Evaluation can include pre- and post-tests of students and teachers, as well as interviews. The tests can be compared to the tests of a control group which has not taken part in the law-related program.

However, evaluators have warned that formal evaluations may not give an accurate account of educational development. For example, Dr. Sheldon White of Harvard University said recently in Senate testimony, "I . . . think we ought to stop this delusion that the evaluations we make are all we should be thinking about." He said that it will be many years before evaluators will be able to "put meaningful numbers on evaluation results, and even when we put accurate numbers on, we won't know how to make judgments from them." [17]

Another problem of formal evaluation is particularly acute in law-related education. Both projects and funding agencies indicate that improvements in how students feel about law, legal institutions and authority are a particularly important objective of law-related education.[18] However, changes in attitudes are more difficult to measure than changes in knowledge. Can an objective test accurately measure changes in a student's emotions? Can we put feelings into words? Can we isolate the effect of education from the effect of religious instruction, television and family life on a student's attitudes and behavior?

We suggest that evaluators explore informal means to complement formal evaluations. The systematic collection of evidence from students,

00065

teachers, volunteers, administrators, and others through questionnaires and interviews is one way of conducting an informal evaluation. Here are others:

(1) A project log, maintained by a staff member, forms a day-to-day account of the problems, successes, aspirations and failures of the project.

(2) Observation provides an outside perspective. An observer can visit the offices, field sites, and classrooms of a project and see much that those immersed in the project do not see. Paneling of observers, with four or five people looking at the project's activities and reporting on their consensus, is a means of securing a wider range of insights.

(3) Ethnographic evaluation provides a means of determining the subtle changes in those affected by the project. The ethnographic evaluator conducts in-depth interviews and observes closely for some weeks or months, much as an anthropologist would study a primitive culture. Like the anthropologist, he uses sophisticated analytical systems and conceptual schemes as aids to understanding, at the same time allowing the setting itself to modify the analytical system and even to suggest new categories for analysis.

6. Funding Agencies Should Avail Themselves of the Services of Experts in Educational Evaluation. If funding agencies are to determine the success or failure of projects through formal and informal means of evaluation, it is necessary that they be guided, at least in part, by persons knowledgeable in educational evaluation. Such persons can be staff members or consultants. Perhaps a firm specializing in educational evaluation can receive a contract to serve in this role. Through whatever means, however, the funding agency should provide itself with a guide through the complex and nascent science of evaluation, either to help the agency conduct its own evaluation of projects or to report on the worth of evaluations conducted by others.

7. National Funding Agencies Should Consider Supporting Research into the Best Means of Evaluating Programs. Given both the importance and uncertainties of evaluation, it is in the interest of funding agencies that evaluations provide as accurate a reflection of the project's accomplishment as possible. Evaluative methods need to be developed through research. The research might consider efficacy of various types of testing and interviewing, as well as the methods used to train testers and interviewers. In addition, such research might be able to suggest evaluative techniques that can be broadly applied to law-

00066

related education projects. If these techniques were widely used, it would be possible to compare how successful projects are in reaching their goals, and thus to determine the relative merits of various approaches to law-related education.

8. National Funding Agencies Should Consider Supporting Longitudinal Evaluations of Programs. Many funding agencies are interested in very long-term results (*e. g.*, reduction of crime), not measurable by short term evaluative means (*e. g.*, comparison of group A and group B in one school year or one school semester). Therefore, funding agencies should consider supporting assessments that would suggest long-term changes in skills, knowledge, attitudes and behavior of students exposed to law-related education, as contrasted with a control group of other students. Longitudinal evaluations are expensive and difficult to implement, but only such evaluations can provide evidence concerning the ultimate worth of law-related education.

CHAPTER 3 FOOTNOTES

1. Clinical education programs, in which law students receive course credit for teaching in local schools, offer greater promise for effective education than programs in which lawyers and law enforcement officials serve as teachers. The principal advantage of a clinical course like the District of Columbia's Street Law Project (see Appendix 6) is that the course is taught by law students as part of the regular school curriculum. Law students take attendance, administer tests, give grades, and otherwise act as teachers. Moreover, there are means of monitoring their performance. They attend weekly law school seminars on teaching methods and discuss points of substantive law relating to their teaching. Occasionally project officials visit their classrooms and offer suggestions on how they can improve their teaching. Courses taught by volunteer lawyers and law enforcement officials are usually less structured, and the volunteers generally lack the guidance they will need to teach effectively.

2. *A Foundation Goes to School: The Ford Foundation Comprehensive School Improvement Program, 1960–1970* (New York: Ford Foundation, 1972), p. 33.

3. *The Reform of Secondary Education*, pp. 39–40.

4. Indeed, a comparison of Figure 9 of Appendix II and Figure 7 of Appendix III shows that LEAA funding agencies placed more emphasis on such subject areas as judicial process and citizenship than did projects. While LEAA funding agencies generally showed more interest in areas associated with the criminal justice system (such as drug and corrections law) and stressed somewhat more such specific areas as law enforcement and legal careers, in general LEAA funding agencies and projects were in agreement as to the most important subject areas of law-related education.

5. See Figure 10 of Appendix II for the grade level preference of LEAA agencies. Table I of Appendix III shows that projects are most active in grades 11 and 12, least active in grades K–4.

00067

6. Wilson Riles, Address Delivered November 1974 at 1974 Conference on Moral Education in New York City, Sponsored by Educational Testing Service.

7. Henning, "Learning About Justice," p. 148.

8. See, for example, James Coleman, *Youth: Transition to Adulthood* (Chicago: University of Chicago Press, 1974) and *The Reform of Secondary Education* (New York: McGraw-Hill Book Company, 1973).

9. *A Foundation Goes to School*, p. 21.

10. Allen Graubard, *Free the Children* (New York: Pantheon Books, 1972), p. 25.

11. *The Reform of Secondary Education*, pp. 77–78.

12. For an overview of students' rights and responsibilities, see *The Reform of Secondary Education*, pp. 126–145; Edward T. Ladd's "Civil Liberties for Students—At What Age?", *in Journal of Law and Education*, III (April, 1974), contains a good discussion of the pedagogical potential of student rights and responsibilities.

13. Gerald W. Marker and Howard Mehlinger, "Schools, Politics, Rebellion," in *The School and the Democratic Environment* (New York: Columbia University Press, 1970), p. 44.

14. Allen Westin and Deann Murphy, "Civic Education in a Crisis Age: An Alternative to Revolutions," (Mimeographed, September, 1970).

15. Figure 16 of Appendix III shows that 26% of projects conducted no formal evaluation of their programs; presumably most, if not all, of the 16% who failed to reply to this question also conducted no formal evaluation.

16. Many Useless Evaluations of Federal Programs Churned Out," *Search/A Report From the Urban Institute*, May-August, 1974, pp. 2–3.

17. Quoted in *Education Daily*, August 9, 1974, p. 2.

18. Figure 16 of Appendix III shows that projects test affective—*e. g.*, attitudinal—growth more than three times as often as they test cognitive growth. Note also that LEAA agencies believe that attitudinal changes such as increased appreciation and respect for law and behavioral changes such as citizenship participation and reduced crime are particularly important (see Figure 11 of Appendix II).

00068

CHAPTER 4

FUNDING

I. THE PROJECT'S PERSPECTIVE ON FUNDING

All projects are concerned with securing funds. It is a particularly acute problem in the early stages, before programs are supported by the school budget. Our survey of projects showed that lack of funds was the largest single problem facing project administrators. (See Figure 14 of Appendix 3). In almost every small group meeting at YEFC's Conference on Law-Related Education, participants linked funding difficulties to each topic discussed.

Moreover, evidence suggests that fund raising is becoming more difficult. More than half of the projects responding to our survey have applied at least once to outside funding sources (private foundations and government agencies such as LEAA) for support. An overwhelming percentage (85 percent) hope to expand programs beyond their current scope in the next fiscal year. New projects are coming into existence every month. In the 18 months between the publication of the first and second editions of YEFC's *Directory of Law-Related Educational Activities*, the number of projects increased by nearly 50 percent. Many incipient projects are ambitious in scope. For example, there are a number of nascent statewide projects involving state bar associations and state departments of education which will require substantial funds in order to carry out effective demonstration programs.

In 1975, this demand may well be aggravated by double-digit inflation. Indeed, inflationary pressures are felt most heavily in education where increased productivity does not increase income to cover rising costs. The same problems, plus the decline in stock market prices, leave funding sources with fewer dollars to spend.

Chapter 2 discusses structure and administration as they affect funding and institutionalization of the project. This chapter offers general guidelines relating to budget, costs and funding. More detailed suggestions for developing a funding strategy, finding funding sources, and writing proposals, can be found in YEFC's pamphlet, *The $$ Game: A Guidebook on the Funding of Law-Related Education Programs*, which contains articles by directors of a number of successful projects.

00069

Reducing Costs Without Reducing Efficiency

Outside funds are needed if new projects are to begin and if many of the existing projects are to remain viable. These funds are needed for teacher training, curriculum development, dissemination, materials purchasing and administration. However, before applying for outside funds, projects should carefully examine their projected spending patterns and make sure that costs have been reduced as much as possible without significantly reducing program quality. We cannot provide specific guidelines to cost reduction since there are an incalculable number of variables. For example, the costs of incentives for teacher-training programs differ from locality to locality depending on laws and regulations, and the expense of designing curricula and purchasing materials vary depending on—grade levels and the nature of materials. Instead of offering specific information on costs, we suggest general guidelines, applicable to projects of all sizes and stages of development.

1. Projects Should Attempt to Keep Costs Down in Order to Further Their Chances of Institutionalization. The experts contributing to this study agreed that school systems and other institutions are more likely to assume responsibility for a project if it shows it can control costs. The project should keep a watchful eye on spending, even in the early days when it may be amply supported by outside funds. Indeed, projects in their demonstration phase should be at pains to work out means of keeping costs down while operating effective programs.

2. Projects Should Attempt to Reduce Costs by Using Their Coalition of Support as a Source of Free or Inexpensive Services. To keep costs down without sacrificing quality, projects should make maximum use of volunteer labor and in-kind services provided by individuals and organizations (such as school systems, bar associations, and law schools) which support law-related education.

Volunteers and co-operating organizations can assist in all facets of a project's activities, from developing curriculum and materials to conducting public relations campaigns. The assistance they can provide is best illustrated through the example of teacher-training, the most costly activity of many projects. Each of the following expenses of a teacher-training program can be materially reduced with their help.

Announcement of the Teacher-Training Programs. Very often, projects announce their teacher-training programs through widespread mailings to social studies teachers, school administrators, and others. Co-operating organizations can help to reduce this expense. For example, a

00070

school system or university might contribute design and printing. A bar association might provide free duplicating services. A mailing list can be created from the files of the state department of education. Any one of these organizations might be able to supply free clerical help and postage. The announcement can be included in the mailings of existing organizations.

Faculty. The salaries or consulting fees of instructors at teacher-training institutes can be costly, especially at summer institutes which bring in experts from around the country. However, cooperating organizations can help the project locate volunteer instructors. Bar associations are a ready source of lawyers and judges; criminal justice agencies can provide law enforcement officials; participating universities and law schools can arrange for the services of faculty members; state departments of education may contribute curriculum and teacher-training specialists; disseminating projects may volunteer the services of staff members.

Participants. Many projects have found that paying the tuition of teachers who attend workshops and/or compensating them for their time is a very large expense. This is particularly true of projects offering summer institutes at which teachers may require stipends of more than $100 per week in lieu of income from summer jobs. However, teachers usually do not receive direct stipends to attend in-service workshops during the school year. If credits toward advanced degrees or salary increments can be awarded in lieu of stipends, costs of attracting teachers to summer institutes can be reduced. Figure 11 of Appendix 3 shows that projects offer college credits or points towards salary increments much more frequently than they offer stipends to teachers. Projects affiliated with universities can offer graduate credit for courses, the tuition of which may be borne by participants, school systems, or both. Tuition at many state universities is quite low and may be further reduced if a project is able to negotiate a special arrangement with a university. For example, if a project can guarantee a certain number of students to fill otherwise unused classrooms during the summer or at night, it may be in the university's interest to offer participants incentives in the form of reduced tuition. School systems have an interest in the continuing education of teachers, and may pay a portion of their tuition. School systems can also offer points towards salary increments for satisfactory completion of teacher-training programs, another inducement for participants that costs the project nothing. In addition, the cost of books may be fully or partially borne by a bar association or other co-sponsor. Through these means, a project may be able to offer sufficient inducement to teachers without exhausting its own funds.

00071

Facilities. Many teacher-training institutes are held in rent-free locations. On weekends and nights, most courtrooms stand empty; they can be used for mock trials and teacher-training classes. For example, the Law in American Society Foundation holds its summer institute in the courtrooms of the Dirksen Federal Office Building in Chicago. Most high school and university classrooms are empty in the summer and at night and can be made available at little or no cost to projects.

A summer institute drawing participants from across the state or nation may face substantial housing and food expenses. However, dormitory rooms at universities and law schools may cost the project as little as five dollars per person per night. Campus dining hall facilities are also inexpensive.

Transportation. Scattered training sites offer a means of reducing travel costs. State-wide projects in Missouri and California (see descriptions in Appendix 6) offer workshops in a number of localities to avoid substantial travel expense. Scattered sites also provide regional centers for law-related education, making it easier for nearby school systems to train teachers and begin programs.

Materials. Books and pamphlets for teacher-training institutes are often donated by disseminating projects. Many projects also create their own teacher-training materials. These can involve little expense if lawyers, law professors, university professors and experienced teachers volunteer to help prepare them, and if supporting organizations such as universities and school systems donate printing and duplicating services.

Non-financial assistance may be secured from many sources. Seventy percent of projects surveyed report that bar associations, universities, and law schools have provided facilities, equipment, and other services for teacher-training and other project activities. They have also assisted projects to locate individuals who are willing to volunteer their time. As Table 4 of Appendix 3 shows, high school students, lawyers, and college professors have consulted with projects, helped with curricula, and provided other forms of assistance.

New and incipient projects in particular should apply these economies, and grantors should help projects by examining funding proposals and budgets carefully to make sure every attempt has been made to achieve maximum impact with limited funds.

00072

Seeking Funds

1. Projects Should Not Rely Heavily on Any Single Source of Funds, but Should Seek to Build a Wide Base of Financial Support. Survival should not depend on the continued support of any one outside source of funds. The Ford Foundation's study of attempts to secure educational reform in the 1960s found that "commitments from multiple funding sources and especially from parent districts are essential ingredients, not simply as they represent broadly based intentions to stay with the program but also as they illustrate for staff and the public a budgetary and philosophical commitment to the project."[1] Most funding agencies will not support projects indefinitely, and some will not re-fund a project under any circumstances. In addition, the last few years have shown that funding is by no means permanent. Government agencies must themselves seek new appropriations each year. Recently, the U. S. Senate refused to appropriate monies for the National Institute of Education, thus seriously jeopardizing a program that had begun with much fanfare only a few years ago.

Projects should attempt to secure a broad base of funding. Each grantor which supports a project financially endorses its efforts, thereby increasing its stature and improving its chances of receiving additional grants from other sources. Beginning projects should use their demonstration periods, when they are often supported by special grants, to build financial support for the future. School systems, universities, bar associations, and other organizations may be a source of funds, although they are usually in a better position to co-sponsor grant applications than to budget significant portions of their own limited funds. These organizations also may sponsor annual conferences or production of materials. There are also other means of securing funds. Los Angeles's Constitutional Rights Foundation meets its local budget each year through fundraising activities aimed at individual donors. (See description of the Foundation's national project, Law, Education And Participation, in Appendix 6.) Royalties on materials account for a significant portion of income for the Law in American Society Foundation (described in Appendix 6).

2. Projects Should Attempt to Secure Grants from Outside Sources for Special Programs. Though projects cannot count on grants from outside funding agencies to meet their basic operating budget, money is necessary to develop effective programs. Institutionalized projects may find that their parent organizations are unwilling or unable to support their efforts, but special programs may be of interest to agencies which

00073

specialize in funding experimental or pilot activities likely to have widespread impact. Therefore, projects should locate government agencies and foundations whose objectives and priorities include funding of research and development programs in education. They must also become aware of the funding cycles of agencies and foundations, as well as the particular requirements for proposals, deadlines, and other procedural matters.

Sources for special grants include foundations with a number of particular interests (*e. g.*, education, law, youth development, the inner city), state departments of education, the U. S. Government's Office of Education, and LEAA agencies. Other, less obvious possibilities include programs focusing on career education, youth participation, drop-out prevention and action-learning. Programs of this sort may be administered through the Department of Health, Education and Welfare, the Department of Labor, or the National Science Foundation. Other sources of funds may be suggested by YEFC's *Directory of Law-Related Educational Activities*, which indicates the funding sources of 250 projects of all sizes, in all parts of the country.

II. THE GRANTOR'S PERSPECTIVE ON FUNDING

The Industrial Relations Center's report on its survey of LEAA agencies includes a brief discussion of their experiences with law-related education projects. IRC's report (Appendix 2) shows that over 60 percent of LEAA agencies have supported such projects. It indicates how much money they have spent on law-related education, as well as their rules for making funding decisions, their perceptions of the most valuable project activities, and their procedures for assessing project performance. We recommend that anyone interested in a detailed investigation of the funding practices and priorities of LEAA agencies in this field read Appendix 2. However, many of its research findings and conclusions are included here as evidence in support of various recommendations.

1. Funding Agencies Should Increase Their Support of Law-Related Education. To meet current and anticipated needs of projects, law-related education will require increased grants from outside funding sources. Long-term needs of the field will require major infusions of funds and the participation of new funding agencies; these matters are discussed in the final chapter of this report. We have already noted the growth in the number of projects, and particularly in statewide projects. Moreover, most existing projects hope to expand their activities, and implementing these plans will require at least $25,000 per project. (See Figure 17 of Appendix 3 for the anticipated financial needs of projects in the next fiscal year.)

90074

Funding agencies seem increasingly disposed to meet at least a portion of this growing need. Table 1 of Appendix 2 shows that three-quarters of LEAA agencies budgeted funds for education-related projects in fiscal 1973. In fiscal 1969 only one quarter allocated funds for such purposes. Recently, the Ford Foundation granted over $200,000 to YEFC; the Ford and Danforth foundations granted nearly half a million dollars to Law, Education and Participation. The National Endowment for the Humanities granted nearly three-quarters of a million dollars to the Law in a Free Society Project (see Appendix 6). These grants suggest that governmental agencies other than LEAA and private foundations are now providing significant support to law-related education.

However, more must be done. Not only is the need greater as programs are created elsewhere, but there is evidence that funds granted currently will more effectively advance law-related education than did funds granted several years ago. The early years of any educational innovation are inevitably marked by false starts and development through costly trial and error. However, in law-related education this early period is now largely behind us. Many successful project models, instructional techniques, and materials have now been developed. These can be adapted with a minimum of expense by most new projects, and can serve as bases of stimulating educational programs. Moreover, an increasing number of bar associations, school systems, universities and law schools are discovering the promise of law-related education, broadening not only the pool of free or inexpensive resources for projects, but also providing many possible co-sponsors of projects and increasing their chances of eventual institutionalization. This momentum is heartening, but it can only be maintained if LEAA, other government agencies, and private foundations increase their level of support.

2. **Funding Agencies Must Make Their Interest in Law-Related Education More Widely Known, and Should be More Active in Soliciting Proposals from Projects.** Just as disseminating projects need to seek out persons and institutions interested in the field and help them begin projects, so funding agencies should make strong efforts to see that prospective applicants know of their interest in supporting law-related education projects. The Ford Foundation discovered that a funding agency must take a vigorous role in attempting to bring about educational innovations. The Foundation reports that its "relatively naive laissez-faire position of the early 1960s was transformed into one of active partnership in change." [2]

Some outstanding programs have resulted from active solicitation of proposals. For example, by informally indicating its interest in sup-

porting law-related education, the Danforth Foundation prompted the Rights and Responsibilities of Citizenship in a Free Society project to apply for funds. The result was a three-year grant of over $125,000 in support of a project training nearly 1,500 teachers a year.

LEAA agencies may be particularly remiss in this area, forgetting that law-related education projects are not as aware of the priorities and funding cycles of LEAA as are law enforcement agencies. The fact that projects do not know that LEAA agencies are a source of funds may account for some of the findings of the IRC study. For example, most LEAA agencies report that they have received an average of less than one application per year from law-related education projects over the last five years. Figure 2 of Appendix 2 shows that nearly 40 percent have no means of soliciting proposals from the projects, with another 18 percent indicating that they solicit proposals only by contacting justice agencies. These figures suggest that LEAA agencies must make their interest in law-related education known in order to receive proposals. Comprehensive Plans written for laymen and clearly stating the agencies' principal interests in law-related education is one approach. These Plans could be widely distributed to existing projects and to educational and legal groups which might help begin new projects.

3. Funding Agencies Should Make Step-Down Multi-Year Grants to Projects. Step-down grants allocate funds for several years, providing smaller amounts of money to recipients in each year of the grant according to an agreed upon formula. The recipient thus knows precisely what proportion of its budget it will have to be responsible for in the future.

In light of the alternatives, there seem to be several advantages to step-down grants. For example, non-renewable grants of one year may not provide enough time for a project to establish a base of support, particularly in light of all the other difficulties it may encounter in its first year. Indeed, some law-related projects collapsed after their one-year grant had expired. Grants of more than a year give the project time to secure funding elsewhere, but may not give it the incentive to do so. Step-down grants avoid both of these problems. They enable the project to survive, but each year provide stronger encouragement for it to become institutionalized or develop other sources of funds. In addition, they may provide a means of testing the commitment of co-sponsoring groups, which know well in advance that they will either have to meet a certain percentage of the project's budget or will have to help the project find these funds elsewhere.

00076

4. Funding Agencies Should Retain an Interest in Projects Which They Once Funded, and Should Assist Worthy Projects to Secure Funding Elsewhere. Projects must be responsible for their own survival and growth, but funding agencies should help them to develop a constituency and assist them to become institutionalized, especially since the probability of institutionalization is the most important criterion many funding agencies use in deciding to fund a project. (See Figure 6 of Appendix 2.) Administrators of funding agencies who are familiar with a project's goals and achievements are in an excellent position to contribute to its further success. For example, they may provide endorsements of the project to school systems and other institutions, and may informally help the project locate other funding sources.

5. Funding Agencies Should Share Information and Coordinate Activities. There is very little cooperation among grantors who support law-related education. More than 70 percent of LEAA agencies do not know of any other government agency, private foundation, or organization that funds law-related education projects. In addition, many of the remaining 30 percent know of no other source of funds for law-related education except other agencies of LEAA. However, Figure 14 of Appendix 2 shows that most of those LEAA agencies which do know of other funding organizations engage in a number of activities which should be mutually beneficial. They inform each other of applications in order to avoid duplication of effort, confer on guidelines for funding, refer projects to each other, and grant funds jointly. These methods should assist funding agencies to locate projects whose activities are of particular interest. Also, they are another means of maximizing the effectiveness of every funding dollar.

This suggests that LEAA agencies, offices of other federal agencies which might be involved in law-related education, state bar associations, state departments of education, and state and local foundations should attempt to establish lines of communication which can lead to coordination of effort. It might be of particular usefulness for directors of LEAA state planning agencies to meet with the principal state school officers, to discuss joint and separate plans for supporting law-related projects in their respective states. These officials might hold occasional meetings, or routinely share information by telephone and letter. Through whatever means, however, a funding agency can fulfill its function best if it understands the priorities, practices and budgets of other funding agencies.

6. LEAA Agencies Should Share Information About Law-Related Education. In collecting data for this report, we discovered that different LEAA agencies have differing ideas about LEAA's role in funding

00077

projects. Some have supported law-related education with grants of hundreds of thousands of dollars; others have never supported it. Indeed, a few state planning agencies indicated that they have made no grants in this area because they believe that the law does not permit them to do so. Encouragement from LEAA in Washington would help to inform LEAA agencies of the statutory provision authorizing LEAA "to make grants to States having Comprehensive State Plans approved by it under this part, for: . . . . (3) Public education relating to crime prevention and encouraging respect for law and order, including educational programs in schools and programs to improve public understanding of and cooperation with law enforcement and criminal justice agencies." (Title I, Part C, Section 301 [b] of the Omnibus Crime Control and Safe Streets Act of 1968, as amended in 1973 [42 U.S.C.A. § 3731].)

This report is designed to eliminate many of the present uncertainties about LEAA's role, but it cannot answer all questions or foresee all contingencies.

Mechanisms are needed to assure that state planning agencies and regional offices are kept up to date on new developments in the curricula and methods of law-related education, and mechanisms of coordination with non-LEAA sources. Perhaps the National Conference of State Criminal Justice Planning Administrators could establish a committee to keep these agencies informed about LEAA-funded law-related education programs. In addition, the education specialists of LEAA agencies could meet regularly to exchange ideas and report experiences. Each year, all LEAA grants in support of law-related education could be compiled and sent to each LEAA regional office and state planning agency. This compilation could be similar to Appendix 5 of this report, providing a short description of each project, its grant number, the name and address of the grant recipient, and the dollar amount of the grant. The data would give LEAA agencies useful information about possible approaches to law-related education, and provide them with means of contacting both projects and their benefactors. Finally, mechanisms could be established to assure that evaluations of projects, reports of project activities, and other materials could as a matter of course be sent to all LEAA agencies.

7. LEAA Agencies Should Make Law-Related Education a Planning Priority and Should Classify Their Efforts in This Field under a Heading such as "Education Grants." The IRC survey showed that LEAA agencies placed grants to law-related education projects in a number of categories, such as "diversion," "delinquency prevention," "law

00078

enforcement," and "juvenile justice." We suggest that all agencies make grants in this area under a category that clearly indicates that their main purpose is educational. Establishing such a category in LEAA Comprehensive Plans would help many educators, lawyers, and other laymen to locate LEAA agencies' precise interests in law-related education. It would also facilitate finding education programs through LEAA's data retrieval service.

Most important, however, placing these grants in an education category would be more accurate and would not give rise to unwarranted and unrealistic expectations as to the objectives of law-related education. Projects are essentially educational, and grant categories should acknowledge this emphasis. By placing projects in an educational category, LEAA agencies would not be asking them to prove their worth by bringing about a direct reduction in crime. Evaluations could then concentrate on what is measurable (the project's impact on the skills, knowledge and attitudes of youngsters), rather than what is not measurable (a cause-and-effect relationship between education programs and reduction of crime statistics). As LEAA Administrator Richard W. Velde has written,

> It would be extremely difficult to measure the crime reduction potential of a project which sought to educate students or members of the general public as to their rights and obligations under the law. A more successful standard for such programs would be the general acceptance of the program by members of the community to which it was directed, or the emulation of the program by other jurisdictions.[3]

8. Funding Agencies Should Avail Themselves of the Services of a Specialist in Law-Related Education. Only half of the private foundations surveyed, and less than one third of LEAA funding agencies, have a specialist in law-related education who participates in the review of proposals. If funding agencies are to become more active in this field, they should retain such a specialist as a member of their staff or as a consultant. In addition to reviewing proposals, he could help solicit proposals, monitor projects, work towards the institutionalization of worthy projects, conduct and/or oversee evaluations of projects, and serve as a liaison to other funding agencies. Such a specialist could be particularly valuable to LEAA agencies, given that their main interests are in areas other than education. But assigning the principal responsibility for law-related education to one person makes sense for all funding agencies, and should in the long run contribute to better educational programs and a more effective use of the funding dollar.

00079

CHAPTER 4 FOOTNOTES

1. *A Foundation Goes to School: The Ford Foundation Comprehensive School Improvement Program 1960–1970* (New York: Ford Foundation, 1972), p. 43.

2. *Ibid.*, p. 26.

3. Written response of Richard W. Velde to questions posed by Senator John V. Tunney, in reference to Mr. Velde's testimony at hearings of the Subcommittee on Representation of Citizen Interests, U. S. Senate Committee on the Judiciary, October 9, 1974.

00080

CHAPTER 5

THE FUTURE

This chapter is concerned with the long-term needs of law-related education. It discusses means by which projects might be encouraged to coordinate their activities, suggests some important research and development needs, and considers long-term problems and opportunities.

I. DEVELOPING A MOVEMENT: COMMUNICATION, COOPERATION, COORDINATION

1. Funding Agencies Should Support Efforts to Improve the Coordination of Projects and to Assure Leadership for the Movement to Bring Law-Related Education to the Schools. Disseminating projects are vitally necessary to the successful establishment of law-related education programs. They perform the indispensable work of creating curricula, training teachers, and producing materials. However, precisely because they have developed particular approaches to implementing law-related education, and in some cases have a proprietary interest in materials, they are not as well suited to provide leadership and encourage cooperation among projects as disinterested organizations.

Disinterested organizations which do not favor a particular method or material can help to build broad public support for the entire field. Such organizations can help new and incipient projects locate suitable disseminating projects. Because these organizations have no stake in a particular approach, they are well suited to performing independent evaluations of projects, and conducting basic research in the areas of teacher-training, materials, and instructional methods. They can serve as clearinghouses of information, objectively disseminating results of research and accounts of the problems and successes of projects. They can also bring project representatives together, increasing coordination of activities, and reducing duplication of effort.

YEFC has attempted to fill a number of these functions in the past three years. We have conducted research for this report. Under a grant from the Ford Foundation, we are conducting a two-year study of state laws and regulations which may affect curriculum innovations of the sort proposed herein. We have not undertaken evaluation of projects, because we have lacked the funds to commission the development of appropriate research designs and methodologies.

00081

Our experience has convinced us that there is a growing need for the services we attempt to provide. The movement has yet to "catch on" throughout the country and requires additional efforts at stimulating interest. The growing number of projects and potential funding sources require increased communication and efficient use of resources. Some of these functions can be performed by state coordinating organizations; others by national organizations such as YEFC. Funding agencies should support such coordinative efforts, taking particular care, however, that activities overlap as little as possible.

2. **Funding Agencies Should Support State Coordinating Organizations.** The experts who contributed to this report agreed that there is a need for effective coordination of efforts within each state. For example, in one state a county bar association spent many months developing a book for classroom use, only to find that the bar association in an adjoining county had just produced an almost identical book.

The services of a state coordinating organization are needed to help locate funding sources and secure support from bar associations, schools of education, and the state department of education. Through coordinating organizations, the energy and interest within a state can be effectively and expeditiously channeled, so that resource people, existing projects, and interested groups and individuals can work together efficiently. The role could be filled by an existing statewide project, but most of them favor a particular approach and are not entirely disinterested. This role may best be filled, then, by a state department of education, a state bar association, or a disseminating project not committed to any particular teacher-training and instructional strategy, and not wedded to any particular set of materials. The Pennsylvania and Colorado statewide projects (see Appendix 6) are examples of neutral disseminating projects.

3. **Funding Agencies Should Take an Active Role in Assuring That Projects Coordinate Their Activities.** In addition to supporting coordinating groups, funding sources can require that proposals from projects include evidence that the proposed activities are a useful addition to current efforts. Proposals should detail the activities of other groups in the state or area, and should demonstrate that the proposed activities are not duplicative. For example, the problem of overlapping activities has arisen in localities where several projects attempt to utilize the same pool of volunteer attorneys, judges, and law enforcement officials. The volunteers quickly feel exploited and harassed, and often withdraw from participation. The requirement that all proposals include a defense of proposed activities in light of current efforts (and

00082

the detailed scrutiny of such statements by the staff of funding agencies), should reduce duplication and assure a more productive return on the funding dollar.

II. FURTHERING THE MOVEMENT

In this section, we recommend that funding agencies further law-related education by supporting various kinds of research. However, we do not believe that action programs should be delayed until these research needs are met. For example, though further research might improve teacher-training methods, many useful teacher-training models have been developed in the past decade and funding agencies should continue to support their implementation.

1. Funding Agencies Should Support Activities Which Encourage the Widespread Implementation of Courses in Law and Legal Process for Teachers. Up to now, projects have concentrated on in-service training, that is, training of persons who are currently teaching. This had been a proper approach, since practicing teachers could immediately implement courses. However, it is important to train teachers while they are still in college so that they will begin their careers with an understanding of the law and legal processes, as well as the necessary techniques. Though teachers who did not have the opportunity to study law as undergraduates will need in-service courses, and though law-trained teachers will require in-service training to apprise them of developments in the law and new instructional techniques, the principal responsibility for training teachers should ultimately be borne by colleges and universities, which are the traditional teacher-training institutions.

Funding agencies could support effective pre-service programs in a number of ways. For example, they could fund the activities of projects that seek to add teacher-training sessions to the undergraduate legal studies programs now operating on a growing number of campuses. Legal studies programs are not intended to prepare undergraduates for law school; they generally attempt to teach law and legal process as a means of understanding such areas as American history, principles of social organization, and ethics. On many campuses, professors of sociology, economics, history, anthropology, and philosophy offer courses which are part of the legal studies program. Besides urging that these programs work with schools of education to offer training for future teachers, projects could (1) sponsor conferences at which representatives of legal studies programs discuss the problems and opportunities of teacher training, and (2) gather and disseminate information about existing pre-service programs as a means of improving them and encourag-

00083

ing formation of new programs. Funding agencies could support the activities of groups such as the Section of Teaching Law Outside Law School of the Association of American Law Schools (AALS) and the Committee on Pre-Collegiate Education of the American Political Science Association (APSA). In addition, funding agencies could encourage the cooperation of professional groups such as AALS, APSA and the American Association of Teacher Educators. A joint committee of these associations could develop and disseminate interdisciplinary curricula and publicize existing efforts.

2. **Funding Agencies Should Support Research to Identify Successful Techniques of Teacher Training.** Given the central importance of teacher training, law-related education will be materially advanced by research aimed at identifying the factors that comprise a successful teacher-training program. This research could measure the educational value and cost effectiveness of self-instructional materials, teacher-training programs during the school year, and summer institutes. Other areas which need further study include the relative emphasis to be placed on legal process, substantive law and teaching methodology, and the merits of various instructional techniques for preparing teachers and volunteers. There is also a need for a careful review of scholarly research on in-service teacher training in other areas of education, in order to disseminate information on models which may prove useful for law-related education. Such reviews should be conducted periodically to keep up with the large number of teacher-training studies undertaken each year.

3. **Funding Agencies Should Support Activities Encouraging Widespread Institutionalization of Worthy Law-Related Education Projects.** Most projects are not fully integrated into the regular instructional programs of school systems. Until they reach more students, projects will have a limited effectiveness and an uncertain future. LEAA funding agencies recognize this shortcoming by making the probability of institutionalization their most important criterion in deciding whether to fund projects.

This report offers a number of recommendations for projects seeking institutionalization. Further research could take the form of in-depth studies attempting to identify those factors which seem most crucial to the institutionalization of successful law-related education projects.

4. **Funding Agencies Should Support Periodic Surveys of the Structure, Activities, and Funding of Projects.** The field of law-related education is growing rapidly, and new projects are being created

00084

with the support of a growing number of funding agencies. Periodic updates of this report could provide a picture of the field that would be useful for both grantors and grantees. Future studies should build on our data-gathering techniques and include assessment of projects. Future inquiries may attempt different research methods. For example, given the variety of approaches represented by projects, as well as the vast differences in funding, duration, and size, future studies might place less reliance on questionnaires and more on visits to projects and preparation of in-depth case studies. Such assessments would not necessarily yield only objective data, on the one hand, or negative conclusions on the other. For example, historians and educators were commissioned to evaluate the History Institutes funded under the National Defense Education Act for the purpose of eliciting recommendations for improving them.

5. **Funding Agencies Should Support Research into the Questions Raised by Attempts to Improve the Attitudes and Behavior of Youngsters.** Our survey showed that both projects and their financial supporters are principally interested in changing the ways students feel and act about law, law enforcement, legal process, and citizenship. Yet, as social science researchers Norris Sanders and Marlin Tanck have noted, "educators know even less about teaching attitudes and feelings than they do about teaching subject matter. . . . The affective domain should be one of [our] prime frontiers." [1]

Increasingly, research has suggested that the years through early adolescence are critical ones in developing attitudes toward authority and law. Yet we know little about the effects of schooling on these developing attitudes.[2] Some psychologists, political scientists, and sociologists have begun to explore this area. A conference bringing these scholars together with educators specializing in child development, lawyers, law professors and experts in law-related education could help to suggest fruitful strategies for inquiry. Their recommendations could serve as the basis for a number of studies seeking to determine how law-related education could help create a generation of active, knowledgeable and concerned citizens.

Not only do we need to know more about *how* to bring about attitudinal change, but we need to consider *to what extent* law-related education should attempt to induce such changes. Attempting to change attitudes and feelings risks charges of attempting to politically or religiously indoctrinate, values, and might raise constitutional issues relating to invasion of privacy and separation of church and state. It might also constitute an "invasion of personality," an unwarranted intrusion into

00085

areas of self-development best left to informal education. We must ask ourselves what is the appropriate role of the schools and what, on the other hand, should be left to the child's family, church and community.

Lawrence Kohlberg, a Harvard Professor of Education in Social Psychology and a member of YEFC's Advisory Commission, has been a leading advocate of moral education in the schools. Professor Kohlberg recently attempted to answer some of the troubling questions of affective education by noting that "the school is no more committed to value neutrality than is the government or the law. The school, like the government, is an institution with a basic function of maintaining and transmitting some, but not all, of the consensual values of society." He also states, "I do not mean to imply . . . that true moral education is a matter of political indoctrination of the young in the name of reform. Rather, I am arguing that the only constitutionally legitimate form of moral education in the schools is the teaching of justice and that the teaching of justice in the schools requires just schools."[3] These remarks are cogent, but they raise further troublesome questions: What is "justice"? Can we expect widespread agreement of the values implicit in "justice"?

One means of beginning to clarify the complex area of affective education is to invite constitutional scholars, as well as parents, community representatives, educators, psychologists, philosophers and clergymen to scholarly conferences on teaching attitudes and behavior.

6. Funding Agencies Should Support Programs Designed to Determine What Students Want to Learn About Law. It is clear that students want to learn more about law and the legal process, not because they want to become lawyers, but because they wish to understand the system of justice which affects their lives every day. The *Report of the White House Conference on Youth* includes the statement, "We, as youth, feel that we are not adequately informed with regard to the impact of the legal system."[4] We have recommended that projects determine the interest of students and create curricula with these interests in mind. However, a coordinating organization or central clearinghouse could provide a useful service by conducting formal surveys of students to determine their interests in law, and to determine what areas of law they need to know about in order to survive and act responsibly. Curriculum developers must know these things if they are to create courses of study and materials which meet students' needs and hold their interest.

A coordinating organization or central clearinghouse might also bring together a cross-section of young people, including those who have and those who have not been exposed to law-related education, to

00086

determine some areas of common interest, and most importantly, to serve as a model for similar conferences in local communities which can guide nascent law-related projects. Perhaps surveys and conferences should be conducted periodically in order to determine the changing needs and interests of young people.

7. **Funding Agencies Should Support the Preparation of Effective Curricula and Materials for Slow Learners and Other Special Groups of Children.** Many children might learn better through specially prepared courses of study and materials. Several years ago, Alex Elson reviewed law-related education programs and found that most were "weak in relating course objectives and hence course content to students and their environment." He said that this failing is especially acute given the "vast difference in cultural and intellectual backgrounds . . . between those living in slum areas and those of middle class background."[5] Several projects, including the Law in American Society Foundation and the Street Law Project (see Appendix 6), have since developed curriculum materials for inner-city students, but more needs to be done. Special approaches may also be needed for the rural poor and members of minority groups such as Chicanos and Indians.

Slow learners may also have been ignored. Sanders and Tanck note that new social studies projects, including several law-related ones, "best serve the bright, college bound students." They point out that "it does not make sense to rely heavily on reading assignments which [slow learners] cannot understand. A question raised by the projects is whether slow learners can be drawn into meaningful participation with visual aids, games, and role playing *when the topics are still academic.*"[6] Careful attention must be given to developing educational programs which stimulate the interests of slow learners while providing a geniune understanding of law and the legal process.

8. **Funding Agencies Should Support Research into Action-Learning, the Use of Schools as a Justice Model, and Other Innovative Instructional Techniques.** We have recommended that projects supplement their curricula by learning experiences that get students out of the classroom and into the community where they can see law and law enforcement in action. Some projects have developed a variety of action-learning programs. (See the descriptions of the Institute for Political/Legal Education and Youth and the Administration of Justice in Appendix 6.)

Research should be undertaken into other field learning programs. Consider the court tour programs now offered by many schools. Often,

00087

in the words of Harvard Law Professor Paul Freund, tours are "interesting, relevant, absorbing and yet, without significance"—no more meaningful than a visit to the zoo—"unless they are touched by certain kinds of inquiry."[7] This problem might be solved by action-learning programs in which students develop a clear understanding of court procedures because they are responsible for explaining them to court visitors, witnesses, and others involved in a judicial action. Field learning experiences such as these should be developed and tested. Those which work best should be recommended as models.

We have recommended that schools use their own rules and conflict-resolution processes to teach students about justice and fairness. However, many difficult problems must be resolved before the "legal system" of most schools can serve as a model. Alex Elson has remarked that in most schools "there is obliviousness to the students' legal environment. . . . 'Due process' is treated as a matter concerning criminals, and not procedural fairness in school disciplinary matters. . . . One of the difficult problems is whether the law courses will be permitted to ventilate these issues, given the anxiety about them that typifies attitudes among parents and teachers in middle class schools."[8]

There are also questions of the extent to which students may be permitted to take part in the school's rule-making and enforcing process, the roles they may usefully play, and the ages at which they might be able to take on important responsibilities. We need to know what curricula can best supplement the justice model, and we must determine how changes in the school's legal system can be implemented with the full co-operation of administrators, students, and faculty. To answer these and other questions, demonstration "due process" classrooms should be established, and the results should be evaluated.

These are a few of the questions raised by innovative techniques of law-related education. We offer them as samples of the research possibilities raised by law-related education techniques and curricula, and urge funding agencies to consider supporting research which seems likely to provide significant new data that will improve the teaching of law in the schools. To assure that this research will have the largest possible impact, funding agencies should also allocate sufficient monies for widespread dissemination of results.

III. LONG-TERM FUNDING NEEDS

Short-term funding needs will require increased commitment by organizations currently funding projects, such as LEAA agencies, private foundations, and bar associations. We believe, however, that current

00088

and projected levels of spending will not meet the long-term needs of law-related education. There are over 50 million students in America's elementary and secondary schools, and over two-and-one-half million teachers. Even allowing for the recent growth of law-related education, it is unlikely that more than one percent of these teachers has received sufficient training. At most, no more than 10 percent of our students has received any meaningful law-related education, and probably no more than one percent has been exposed to effective programs throughout their school careers. Though many textbooks in the subject area are available, they do not constitute effective law-related education without trained teachers and carefully developed curricula.

In considering the long-term funding requirements of law-related education, we are mindful that the Ford Foundation and the U. S. Office of Education found in the 1960s that increased funding does not guarantee successful innovations or significant improvement in educational quality. Educational reform is complex, involving such variables as staffing, curriculum, training, and administration. As the Ford Foundation's researchers note, we cannot assume "a uniform cost quality-relationship for public schools." [9]

We believe, however, that prudent investment of new monies will be required if a significant portion of American children are to participate in law-related education programs. Once these programs become a regular part of the curriculum, the cost of maintaining them will not significantly exceed the cost of the current school program, and the principal expenses will be generally assumed by the school system.

Since projects differ widely in goals and methods—as they should to meet the needs of particular communities—the costs of training teachers and educating students will vary widely. It is impossible therefore, to estimate how much money will be needed to provide widespread programs of law-related education. However, recently enacted federal legislation to combat alcohol and drug abuse (The Alcohol and Drug Abuse Education Amendment of 1974) provides a useful point of comparison. This legislation appropriates up to $30 million per year for three years. Surely programs designed in part to prevent the abuse of law are no less important, nor can they become an integral part of the curriculum of the nation's schools without funds of at least this magnitude.

Realistically, however, this level of support cannot be expected from funding sources relied upon in the past. LEAA agencies have granted more money to law-related education projects than any other single source, at least $7 million in the last five years. (See Appendix 5.) LEAA support of law-related education has been growing, and we believe that

00089

LEAA agencies should earmark even more funds for this purpose. However, it is clear that LEAA has many important priorities and cannot provide more than a small fraction of the $30 million that is required annually if law-related education is to be funded as amply as education programs designed to combat drug and alcohol abuse.

YEFC's *Directory of Law-Related Educational Activities* indicates that approximately 30 private foundations have supported law-related education in the past several years, and our survey showed that at least two have made grants of over $500,000 in fiscal 1973. Moreover, many foundations make education one of their main priorities, and might be receptive to issuing grants in support of law-related education. However, falling stock prices have dramatically reduced the assets of most foundations and dramatically reduced their budgets for grants. *The New York Times* recently reported that the Ford Foundation "is considering a reduction of as much as 50 percent in its annual grants." [10] Therefore private foundations are unlikely, for the next several years at least, to be able to provide significant portions of the new funds that law-related education requires.

Up to now, little money has been made available to projects through Title III of the Elementary and Secondary Education Act, and the federal government's current education programs seem unlikely to provide funds for long-term needs.

Where will new money be found? Congress is one possible source. There is growing interest in law-related education in Washington. Recently the Administrator of LEAA, and representatives of YEFC and a number of major projects testified before the Subcommittee on Representation of Citizen Interests of the Committee on the Judiciary of the United States Senate, pointing out the need for law-related education and various means of implementing it.[11]

However, problems may be created by seeking congressional funds. For example, legislation might narrowly define law-related education and unduly constrain teachers and curriculum developers. If criminal justice was emphasized in the legislative definition, projects would be unable to give students a complete picture of the law. Due weight could not be given to civil law, to means by which the law can be reformed, to law as a means of bringing about social change, or to the limits of the law. Such constraints might be similar to those which may arise from the social studies curricula mandated by a number of states. Some legislation mandates that American History stress the "positive" aspects of American life; others require the specific textbooks to be used. As part of a larger study supported by the Ford Foundation, YEFC is now study-

00090

ing these curriculum mandates to see what effect they may have on innovative approaches to law-related education. While we have not yet determined the specific effect of these laws, legislative intrusion into the educational process is a two-edged sword. Persons seeking special appropriations for law-related education should be aware of this problem.

There are several other problems with regard to appropriations earmarked for law-related education. Should these funds be administered through federal agencies or by block grants to states and localities? Should they be administered through existing agencies such as the Office of Education, LEAA, and state departments of education, or should separate agencies be established? Should the government fund massive in-service teacher-training institutes, or should it fund smaller, experimental programs whose results can be widely disseminated? The attempts at educational reform in the 1960s left us with a host of unresolved questions about means of bringing about changes in schools and schooling through major expenditures of public and private money. Those seeking government funds for law-related education should examine the history of the last decade carefully, and develop programs which have the promise of accomplishing more lasting change.

Given these uncertainties, we make no recommendations regarding special appropriations for law-related education. We do make the following recommendations for assuring that the funding dollar is effectively expended.

1. The Office of Education Should Develop Expertise in Law-Related Education and Should Seek to Assist in its Implementation. The Office of Education of the Department of Health, Education and Welfare has a central place in American education. Besides administering most of the federal government's education funds, it works with state departments of education, teachers' organizations such as the National Education Association, and teachers' colleges and universities. Among its other responsibilities, it disseminates information about curricula, methods of instruction, and teacher training. Yet, the Office of Education did not send a representative to the recent Senate hearing on law-related education because it said it had no expertise in the field.[12] YEFC's offer to help inform the Office of Education about this field was referred to the Division of Vocational and Technical Education, a clear indication that the Office of Education remains without knowledge as to what law-related education is and what its goals are.

LEAA has also offered to help the Office of Education increase its expertise and commitment to law-related education. We believe that the

00091

Office of Education must develop its knowledge of law-related education so that it can assist educators across the country who look to it for guidance and support.

2. LEAA and the Office of Education Should Work Together to Further Law-Related Education. LEAA has thus far been the principal financial supporter of law-related education, but it has largely done so without the counsel of educational experts. As Senator John Tunney of California recently urged, the Office of Education should work closely with LEAA, offering advice and guidance on a number of educational questions and providing information about innovative educational techniques and materials that may assist both agencies in effectively supporting law-related education projects. When the Office of Education begins to administer funds in support of law-related education, the two agencies should coordinate their funding activities in order to minimize duplication of effort and assure a more effective use of grant money.

IV. CONCLUSION

The need for law-related education is clear. Polls tell us that our citizens are growing more cynical and dispirited, and scholars tell us that we cannot look to traditional civic education courses for the remedy. To an increasing number of Americans, law-related education is one way to revitalize American civic education. Donald Santarelli, former LEAA Administrator, said he viewed law-related education as a means of tempering the attitudes "that can lead the nation toward anarchy and vigilantism. . . . Law-related education . . . is a vital response to a growing crisis in our society." [13] Richard W. Velde, present LEAA Administrator, said recently that "law-related education is important because too many of our citizens fail to understand the basic concepts of a society under law. . . . And because people don't understand the law, they don't realize that they as individuals have an important stake in making it work." [14] Paul Freund of Harvard Law School, has reached a similar conclusion: "I can think of no effort on the home front more important in the long run and, indeed, in the short run, than this movement to bring law-oriented studies into the schools and to do it at the earliest possible age level of the pupils." [15] The forthcoming Bicentennial celebration provides an appropriate occasion for us to increase our efforts to insure that the principles of liberty, justice, and equality on which the country was founded are understood. The need is clear; the time is right for dramatic growth of law-related education. It is up to those who have supported the movement—as grantors, administrators, teachers, and volunteers—to see that the moment is seized, and that the promise of law-

00092

related education will be realized through vigorous and thoughtful programs reaching youngsters throughout the country. .

CHAPTER 5 FOOTNOTES

1. "A Critical Appraisal of Twenty-Six National Social Studies Projects," *Social Education*, XXXIV (April, 1970), p. 448.

2. For a recent discussion of the role of schools, see June Tapp and Felice Levine's "Legal Socialization: Strategies for an Ethical Legality," *Stanford Law Review*, XXVII (Fall, 1974).

3. Lawrence Kohlberg, "Education for Justice: A Modern Statement of the Platonic View," in *Moral Education: Six Lectures*, ed. by Theodore and Nancy Sizer (Cambridge: Harvard University Press, 1970), pp. 66–67.

4. (Washington, D. C.: U. S. Government Printing Office, 1971), p. 174.

5. Alex Elson, "General Education in Law for Non-Lawyers," in Geoffrey C. Hazard, Jr., editor, *Law in a Changing America* (Englewood Cliff, N.J.: Prentice-Hall, Inc., 1968), p. 188.

6. "A Critical Appraisal of Twenty-Six National Social Studies Projects," 448–49. We understand that West Publishing Company is scheduled to publish an activity-oriented curriculum not dependent on reading skills. This curriculum, developed by two St. Louis teachers, Linda Riekes and Sally Mahe, is designed for students with average learning skills, as well as for slow learners.

7. Paul Freund, "Law in the Schools: Goals and Methods," *Law in American Society: Journal of the National Center for Law-Focused Education*, May, 1972, p. 10.

8. "General Education in Law for Non-Lawyers," p. 189.

9. *A Foundation Goes to School: The Ford Foundation Comprehensive School Improvement Program 1960–1970* (New York: Ford Foundation, 1972), p. 12.

10. M. A. Farber, "Ford Foundation Weighs Reducing Grants By Fifty Percent," *New York Times*, September 22, 1974, p. 1. ' their September meeting, the Ford Foundation s trustees voted to postpone a ..ecision, but cutbacks in grants remain a possibility. See Michael C. Jensen, "Institutions Are Also Dismayed by the Market," *New York Times, News of the Week in Review*, October 13, 1974, p. 9.

11. Warren Weaver, Jr., "School Courses on Law Are Urged," *New York Times*, October 13, 1974, p. 56.

12. *Ibid.*, p. 56.

13. Donald E. Santarelli, Speech delivered to Virginia State Bar Younger Members Conference, June 21, 1974, p. 4.

14. Richard W. Velde, "Statement Concerning Law-Related Education," (Testimony before the Subcommittee on Citizens' Interest of the Senate Committee on the Judiciary, October 9, 1974), p. 3.

15. "Law in the Schools: Goals and Methods," p. 16.

00093

APPENDIX 1

DESCRIPTION OF THE AMERICAN BAR ASSOCIATION SPECIAL COMMITTEE ON YOUTH EDUCATION FOR CITIZENSHIP

The Special Committee on Youth Education for Citizenship (YEFC) was created in 1971 by the American Bar Association. Its mandate was "to foster and further high quality programs for the teaching of the legal processes in America's primary and secondary schools." Discussing the role of the Special Committee, Leon Jaworski, then President of the American Bar Association, noted,

> It is within our capability to make the 1970s a period of reconstruction, in which a top priority will be to restore and reaffirm for young America an awareness of the values in our laws and institutions, and in so doing to inspire attitudes of confidence and faith in our society.

The Special Committee is composed of nine lawyer members of the ABA who have particular interest in public education. It is assisted by a 12-member Advisory Commission composed of lawyers, educators, and experts in law-related education, as well as a former law enforcement official and scholars in fields such as anthropology and psychology. The staff of the Special Committee includes both attorneys and educators.

The goal of the Special Committee is to assure that all American students, from kindergarten through high school, are offered courses which help them develop an understanding of law, legal process, and the legal system. In support of this goal, the Special Committee seeks to:

1. Stimulate interest in the field of law-related education, make known the work of existing projects, and help new projects develop;

2. Provide information, coordination, guidance, and counsel to projects throughout the country; and

3. Engage in research designed to facilitate the establishment of law-related projects and improve teaching strategies, curriculum materials, and other aspects of law-related education.

The Special Committee does not seek to duplicate the work of projects which operate in the schools. It has no proprietary interest in pro-

00094

grams of instruction, teacher-training programs, or curriculum materials.

Rather, the Special Committee serves as a national clearinghouse of information about law-related education, and a source of assistance to projects across the country. It attempts to bring together educators, lawyers and others who will develop programs that best meet the needs of their communities, and it provides them with information and services to help them reach that goal.

For example, the Special Committee produces the *Working Notes* series, containing practical information on such matters as funding, teacher-training programs, classroom strategies, and the role of bar associations. Special issues of the series have included the *Directory of Law-Related Educational Activities*, providing information on over 250 law-related projects, enabling projects to compare operations and avoid wasteful duplication of effort; the *Bibliography of Law-Related Curriculum Materials: Annotated*, collecting detailed information on books and pamphlets suitable for use in law studies in elementary and secondary classrooms; and *Law-Related Audio-Visual Materials: An Annotated Catalog*, listing and describing hundreds of films, filmstrips and learning games which are useful to law-related education programs.

The Special Committee sponsors regional conferences at which several hundred lawyers and educators from multi-state areas participate in workshops, learn of the work of existing projects, and meet national experts in law-related education.

Each year the Special Committee answers thousands of requests for information from lawyers and educators. It also offers consulting services to state and local projects. Members of the Committee and its staff have travelled to more than 30 states in the past year to help new projects begin and existing projects improve.

The Special Committee's research projects have included this study, supported by a grant from LEAA, and a study of state laws which may affect the implementation of law-related education projects, supported by a grant from the Ford Foundation.

00095

APPENDIX 2

REPORT OF THE INDUSTRIAL RELATIONS CENTER'S SURVEY OF LAW ENFORCEMENT ASSISTANCE ADMINISTRATION AGENCIES

THE SURVEY OF LAW ENFORCEMENT ASSISTANCE ADMINISTRATION AGENCIES

Purpose. The primary goal of the survey of existing Law Enforcement Assistance Administration agencies was to determine the quantity and quality of their activities in the area of citizenship education. This overall goal was broken down into five areas of inquiry.

(1) Specific experience with citizenship education projects—the number of applications received as well as funded;

(2) Level of financial effort devoted to this area of work—amounts budgeted as well as spent;

(3) The rules used in making funding decisions;

(4) The kinds of project activities regarded as most valuable; and

(5) The procedures used to assess project performance and disposition after funding.

These areas of inquiry were used as guidelines in the process of constructing a questionnaire which would be suitable for self-administration within the appropriate agencies. This survey was mailed to the national, regional, state, and territorial LEAA agencies.

The list of LEAA's participating in the survey is included following this summary of the results.

The Follow-Up Procedure. The initial mailing of surveys was made during the first two weeks of January 1974. During the final week of January, a reminder letter was sent by certified mail to the 61 LEAAs that had not responded. During early March 25 agencies were yet to respond. At that time, phone calls were made to each of the 25 agencies in order to either stimulate a written response or conduct the interview by phone. Finally, to those agencies that had promised a written response, another reminder letter was sent by April 1.

These procedures resulted in 44 completed questionnaires for analysis, six letters of refusal, three questionnaires returned too late to be in-

00096

cluded, and 13 agencies not in response. (Additionally, one territory returned information on a project it supports, but did not complete a questionnaire.) This means that 48 out of 65 agencies (73 percent) provided information, with the remaining agencies refusing or ignoring the request for data. The results presented here are therefore not a census of agencies; also, it is difficult to believe they represent a random sample of LEAAs. The only practical approach to the data seems to be to regard the data as definitive but underestimating the rates of non-activity by LEAAs in this area.

DISCUSSION OF RESULTS

The Demand for LEAA Funds. A major factor in evaluating the performance of LEAA units with respect to their funding of law-related education projects is the *gross demand* for financial support. *Over the past five years*, 42 percent of reporting LEAAs indicate they have received *no applications* for such funds. Such percentages include solicited and unsolicited applications. It is useful, therefore, to attempt to discriminate the degree to which LEAAs are actively soliciting such applications. This survey shows that 38 percent of the LEAAs *do not* solicit such applications in any way *and* that 18 percent in fact only contact *other justice agencies*. These simple facts suggest that, over the past five years, a major potential resource for the development and implementation of law-related education projects has been under-utilized by applicants and underpromoted by the funding groups.

Greater detail is given in Figures 1 and 2 relevant to the above points. The distribution of the number of applications in Figure 1 shows that there have been a few LEAA agencies (18 percent) that maintain a high level of activity in this area, *i. e.*, have received at least six applications over the past five years. However, the most frequent rate (45 percent) is the category for one to five applications. *This is less than one application per year for the last five years.* Figure 2 shows that minimal efforts have been made to work with the primary groups to develop and stimulate increased activity in this general area under LEAA auspices.

A corollary to the above points can be clearly seen in Figure 3. The extremely light load of applications to LEAAs has resulted in almost instantaneous turn-around in application processing. Over 70 percent of the relevant LEAAs report that applications can be processed in less than two months. Compared to almost any other funding unit or area of work, this is an unusually fast response time which would be regarded by most applicants as highly desirable.

00097

The Investment in Law-Related Education. Over the last five years, there has been a continuous *decrease* in the percent of LEAAs reporting *no funds budgeted* for all education-related projects. Table 1 shows the annual distribution of *funds budgeted* for educational projects since 1969. It clearly shows an increase in the amount of money available over the past five years. However, these budgetary figures must be interpreted with some caution. Figure 4 gives, for 1973 only, the relationship between budgeted funds and actually spent funds. Clearly, more money is generally budgeted than is spent. Thus, the budget figures for the years 1969–1972 should be regarded as overestimates of the level of financial support actually given by LEAAs in the area of education. Furthermore, Figure 5 shows, again for 1973 only, that the actual spending for projects directed at K–12 is less than the total amount spent in 1973.

An additional issue which must be considered in assessing the impact of LEAA funding on law-related education is the status of projects after LEAA ceases support. Over 40 percent of the appropriate LEAAs indicate that they either do not know the current status or there was some unusual disposition of projects they had funded (Figure 1F). It would thus appear that many LEAAs have not closely followed and/or guided projects which they had sponsored. The most frequent disposition of projects (45 percent) is that projects are now funded either by school districts or by other funding agencies. This can be interpreted as a good sign—the projects were worthwhile enough for someone else to foot the bill.

LEAA's Funding Rules. A series of questions were asked of LEAAs regarding their views of desirable law-related education projects, *i. e.*, what characteristics should a proposed project have in order to get funded. The information presented in Figure 6 shows the distribution of responses to the statement, "Rank the four most important criteria used in project funding decisions." Two distinct kinds of counts are presented in Figure 6. The shaded bars indicate the percent of LEAAs choosing a factor as one of the four most important. The clear bars indicate the percent of LEAAs indicating a factor was the most important criterion.

These data indicate that "probable incorporation of the project into the school system/institution" is the most frequently used criterion, although it is rarely the most important criterion. The second most popular criterion focuses on the "philosophy and objectives" of the project. This factor is also the most frequently chosen primary criterion.

00098

The popularity of these two funding criteria suggests that LEAAs have thus far given most serious consideration to projects likely to be long-term and have not focused their attention on particular characteristics of projects. The frequent use of "project objectives" as a criteria may indicate that LEAAs have become sensitive to the trend in "goal-oriented" decision making. An alternative interpretation is that the LEAAs in fact have undifferentiated ideas about the desirable characteristics of educational projects and rely heavily on proposals as devices for establishing their programmatic criteria.

An additional inquiry was made concerning reasons an LEAA might have for *not* funding a project. The results given in Figure 7 indicate the consistency of LEAAs in focusing on project goals. However, it is important to note that the alternatives in this question include community-defined goals and desires, and that these factors are rarely given weight in funding decisions. Thus, LEAAs do *not* see themselves assisting communities in creating law-education projects. This finding is surprising in that the most popular criterion (a project likely to gain institutional support) indicated as a reason for funding is *very improbable* in communities that do not support project goals or feel a need for such projects. Therefore, it appears that LEAAs are not sensitive to the relationship between long-term survival and community desires in funding decisions via LEAA "defined" objectives. The previously noted fact that many LEAAs do not know the current status of projects is consistent with these data and, again, inconsistent with their apparent desire to see projects survive following LEAA funding termination.

The data presented in Figure 8 round out the picture of the funding logic of LEAAs. The most popular group indicated as having a positive influence on funding decisions, both overall and as primary, is law enforcement officials, *i. e.*, other justice agencies. This is consistent with the primary mechanism used in soliciting proposals cited earlier, that of contacting other justice agencies. The next highest groups in the influence list are educators and students. It is perhaps worth noting here that the educational project funding decision roles are primarily focused on two professional groups—law enforcement officials and educators. This is undoubtedly the path of least resistance for LEAAs in establishing a network of support and action. However, it also would seem to omit a series of primary beneficiaries and actors from significant roles in basically educational efforts, *i. e.*, members of the general lay community. Further, it would appear to result in undesirable education outcomes—increased difficulty in getting long-term project support in communities and probably less-than-willing recipients of the various education programs.

00099

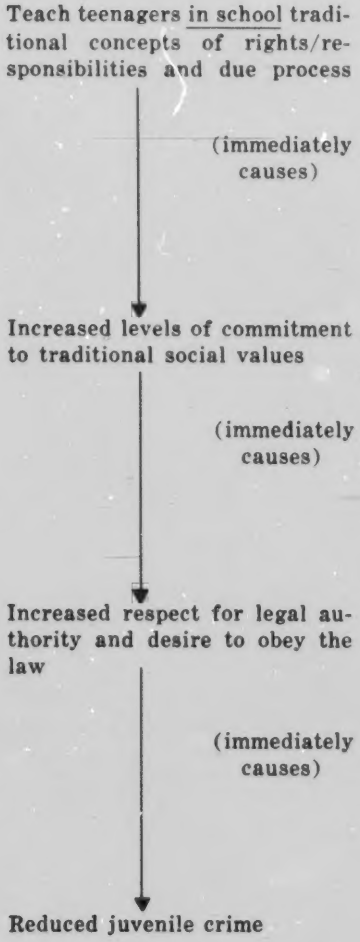
What the LEAAs Want. A series of questions were posed to LEAAs concerning the desirable content of projects and the overall evaluation strategies used. The responses to content area questions are given in Figures 9 and 10. The overall pattern of desirable content appears to be nearly equivalent between the "primary important" distribution and the "overall" distribution. LEAAs want citizenship, individual rights, and judicial process/law enforcement *concepts* emphasized. They do not want specific areas of law taught. Inspection of Figure 10 shows that LEAAs prefer programs in junior and senior high school, with many LEAAs desiring programs throughout the K–12 range.

These findings suggest that LEAAs want the future citizens of America, especially teenagers, to be well-informed in the traditional basic rules and regulations concerning social conduct. These responses may reflect a reemphasis on the traditional civics/government curriculum used in most public and private schools.

A more specific sense of the meaning behind these responses can be had by inspecting Figure 11, which presents the criteria seen as most important in evaluating projects. The two most endorsed criteria are reduced juvenile crime statistics and increased levels of respect for the legal processes. These results suggest the following model of LEAA thinking on the purposes and methods of citizenship education:

00100

THE MODEL


Teach teenagers in school traditional concepts of rights/responsibilities and due process
(immediately causes)
Increased levels of commitment to traditional social values
(immediately causes)
Increased respect for legal authority and desire to obey the law
(immediately causes)
Reduced juvenile crime

This model includes the beliefs that:

(1) Community support is not essential.

(2) Law enforcement groups can define and initiate the appropriate programs.

(3) Educators can follow instructions and effectively influence (teach) adolescent values and behavior.

The remaining information regarding evaluation is given in Figures 12 and 13. Figure 12 shows that most often there is no evaluation of projects, and that when evaluations are done they are nearly equally often done by LEAA staff as by project staff. Figure 13 shows the methods perceived as most valuable by LEAA's in conducting evaluations. The only "objective" method endorsed often involves testing student attitudes. The remaining methods frequently desired include a more informal solicitation of student, teacher, and community opinion. These methods do not appear to be optimal given the expressed subject matter goals and primary evaluative criteria.

00102

LEAA AGENCIES

*Region 1 – Boston
*Region 2 – New York
Region 3 – Philadelphia
Region 4 – Atlanta
*Region 5 – Chicago
Region 6 – Dallas
Region 7 – Kansas City
*Region 8 – Denver
*Region 9 – San Francisco
Region 10 – Seattle
*Alabama
*Alaska
*Arizona
*Arkansas
*California
*Colorado
Connecticut
Delaware
District of Columbia
Florida
*Georgia
*Guam
*Hawaii
*Idaho
*Illinois
Indiana
*Iowa
*Kansas
*Kentucky
#Louisiana
*Maine
*Maryland
#Massachusetts
*Michigan
Minnesota
*Mississippi
#Missouri
*Montana
*Nebraska
Nevada
*New Hampshire
New Jersey
*New Mexico
*New York
*North Carolina
*North Dakota
*Ohio
*Oklahoma
*Oregon
Pennsylvania
*Puerto Rico
Rhode Island
*South Carolina
*South Dakota
*Tennessee
Texas
*Utah
*Vermont
*Virginia
*Virgin Islands
Washington
*West Virginia
*Wisconsin
*Wyoming
£American Samoa

*Questionnaire included in tabulations
#Questionnaire arrived too late
£Questionnaire not included with other materials

FIGURES

Fig. 1: NUMBER OF APPLICATIONS RECEIVED BY LEAA'S 1969–1973

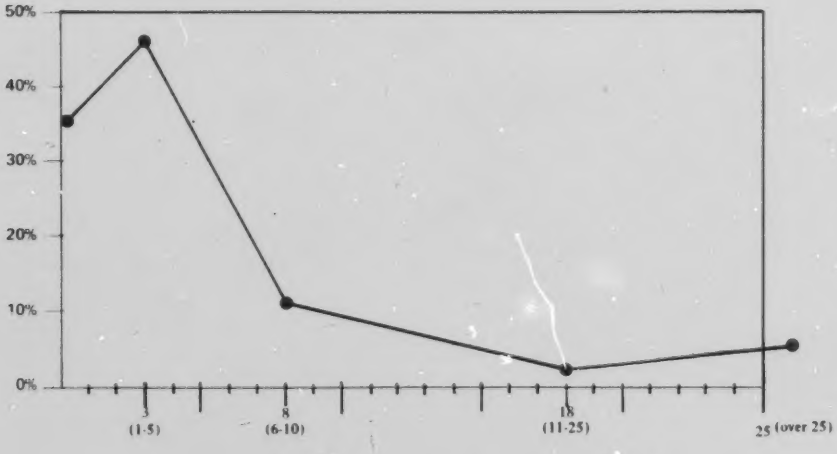


Fig. 2: METHODS USED BY LEAA'S TO SOLICIT APPLICATIONS

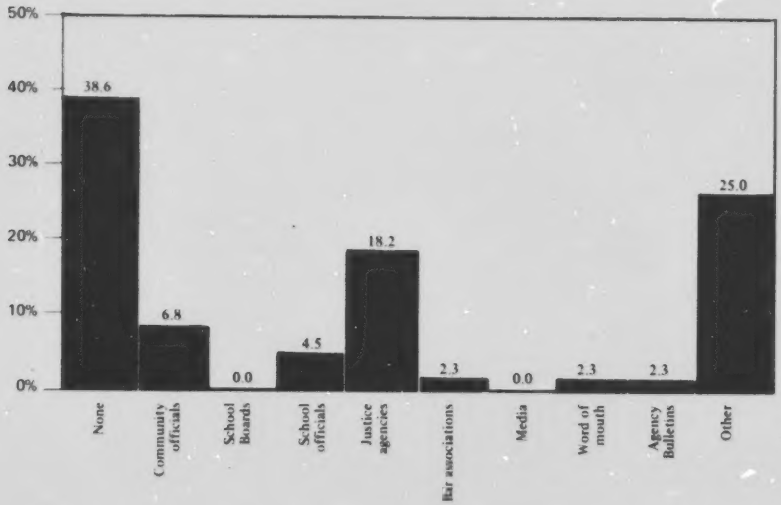
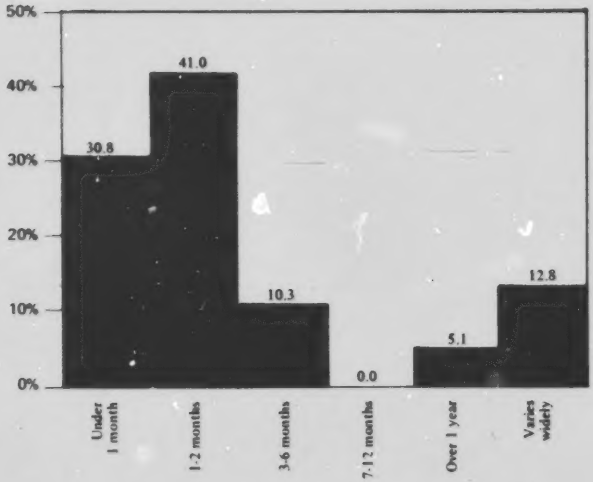
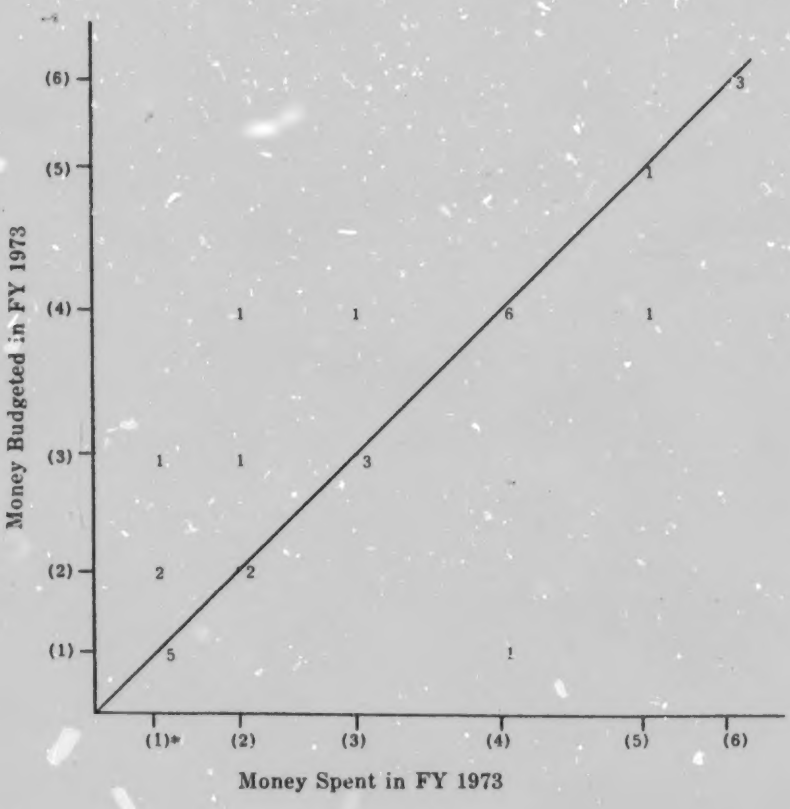


Fig. 3: LENGTH OF TIME TAKEN TO REVIEW A PROPOSAL



LENGTH OF TIME

Fig. 4: MONEY BUDGETED V. MONEY SPENT IN FY 1973

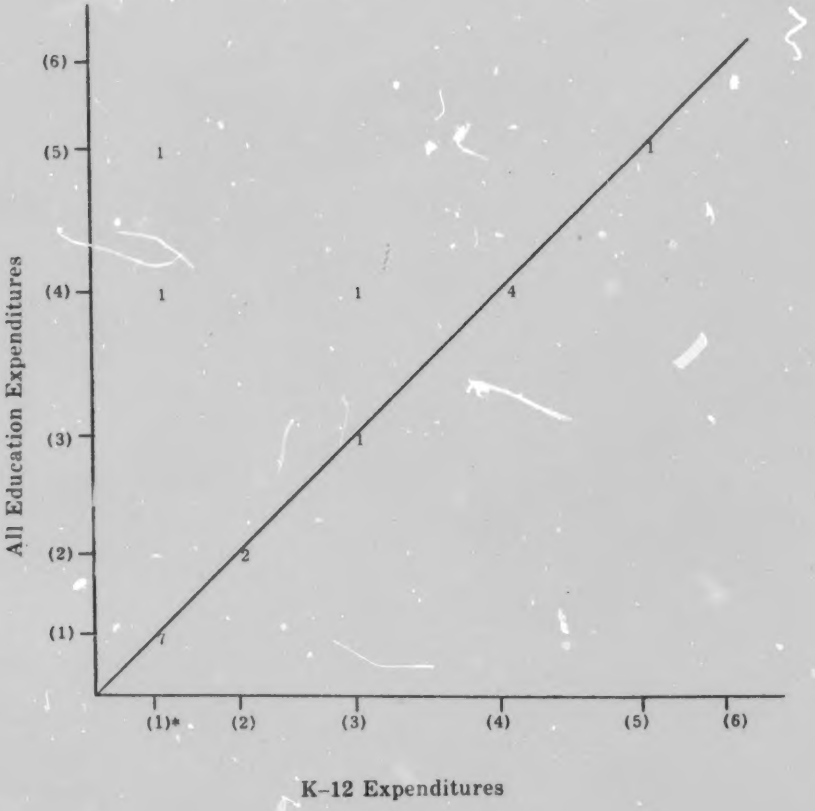


*Key:

(1)=Under $25,000
(2)=$25,000–$50,000
(3)=$50,001–$100,000
(4)=$100,001–$500,000
(5)=$500,001–$1,000,000
(6)=Over $1,000,000

00107

Fig. 5: ALL EDUCATION V. K–12 EXPENDITURES IN FY 1973



*Key:

(1)=Under $25,000
(2)=$25,000–$50,000
(3)=$50,001–$100,000
(4)=$100,001–$500,000
(5)=$500,001–$1,000,000
(6)=Over $1,000,000

Fig. 6: FACTORS IMPORTANT TO LEAA'S AS FUNDING CRITERIA

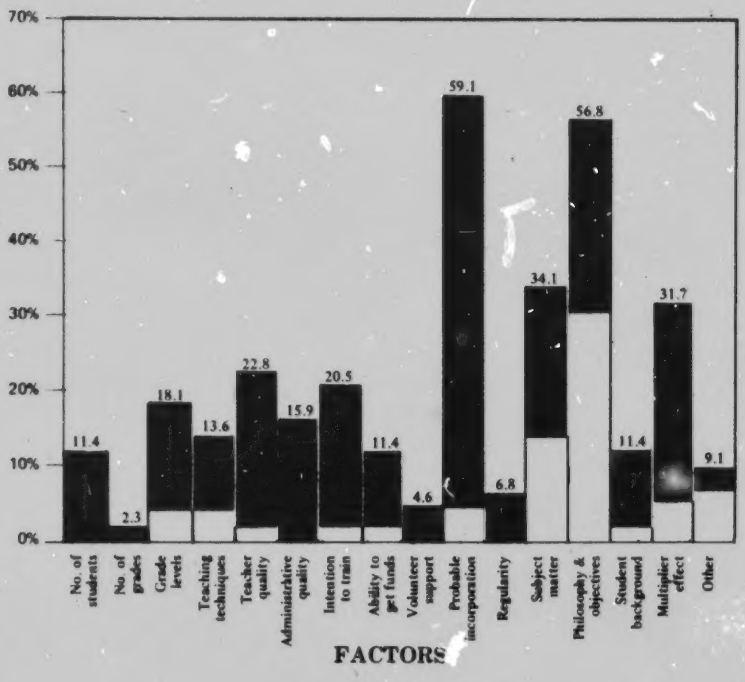
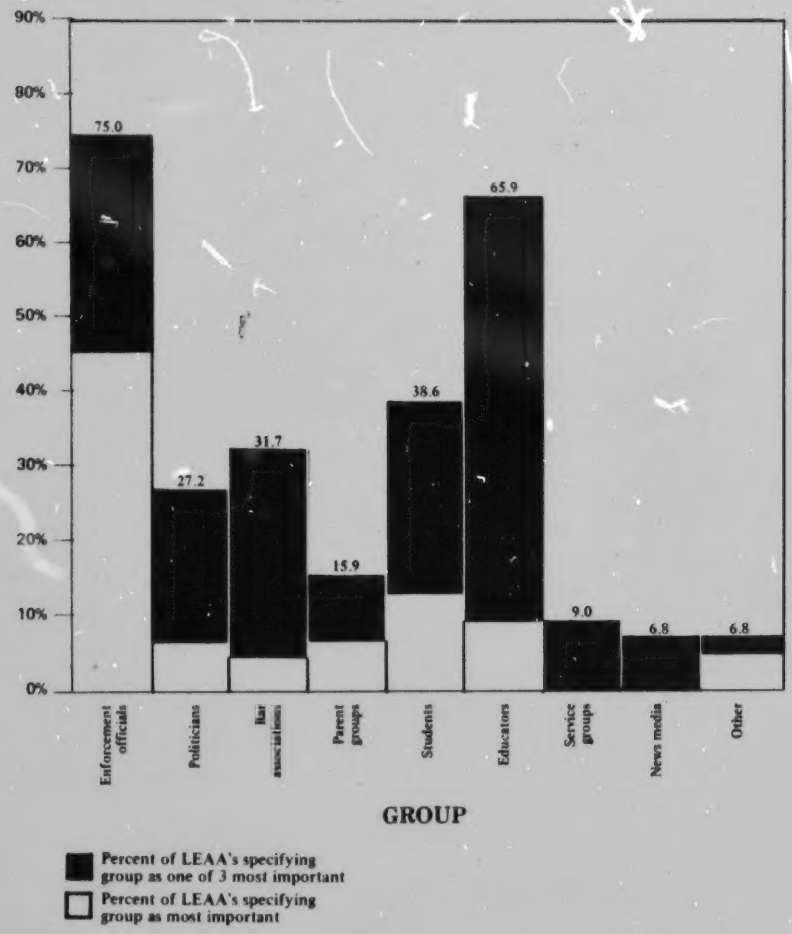


Fig. 7: REASONS AN LEAA IS MOST LIKELY NOT TO FUND A PROJECT

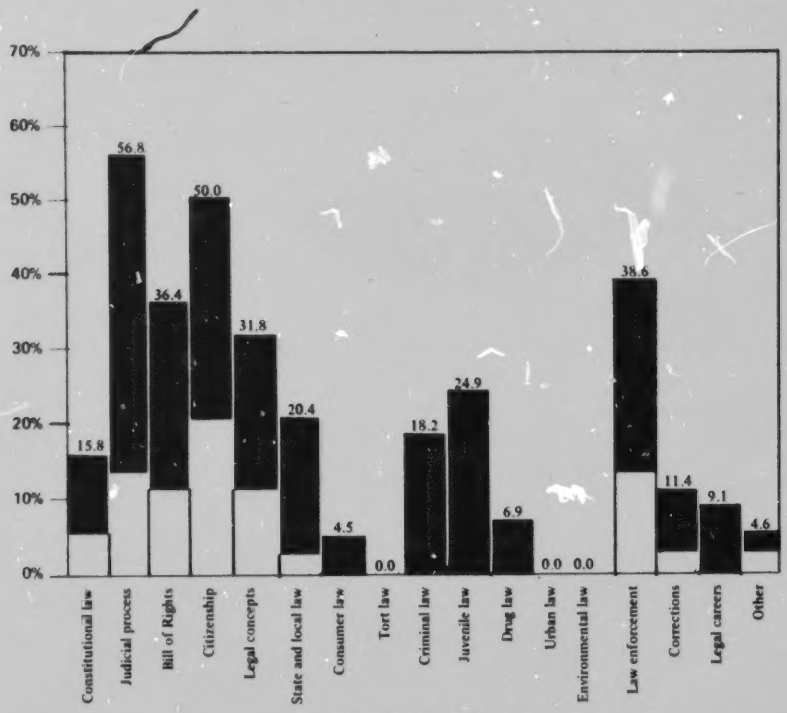
00110

Fig. 8: GROUP MOST LIKELY TO POSITIVELY INFLUENCE AN LEAA FUNDING DECISION



00111

Fig. 9: SUBJECT AREAS MOST LIKELY TO BE FUNDED BY LEAA'S



00112

Fig. 10: GRADE LEVELS MOST DESIRED BY LEAA'S FOR PROJECTS

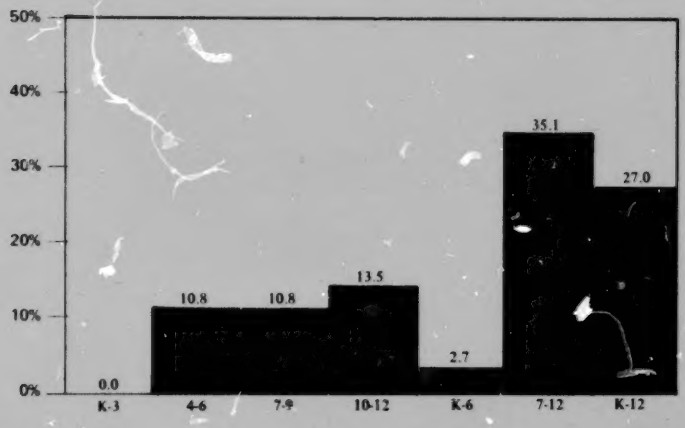


Fig. 11: MOST DESIRED CRITERIA FOR EVALUATIVE DATA ON PROJECTS

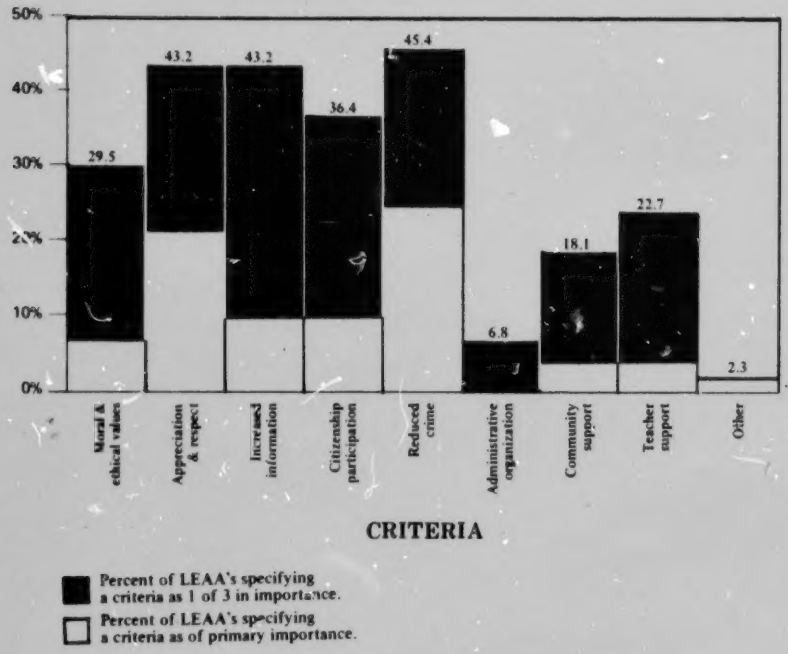


Fig. 12: WHO DID EVALUATION?

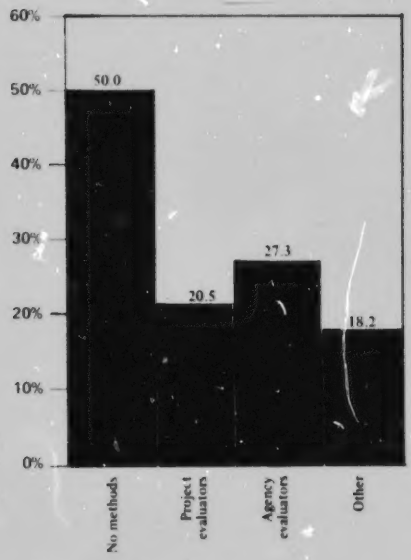


Fig. 13: MOST VALUABLE METHODS TO LEAA FOR PROJECT EVALUATION

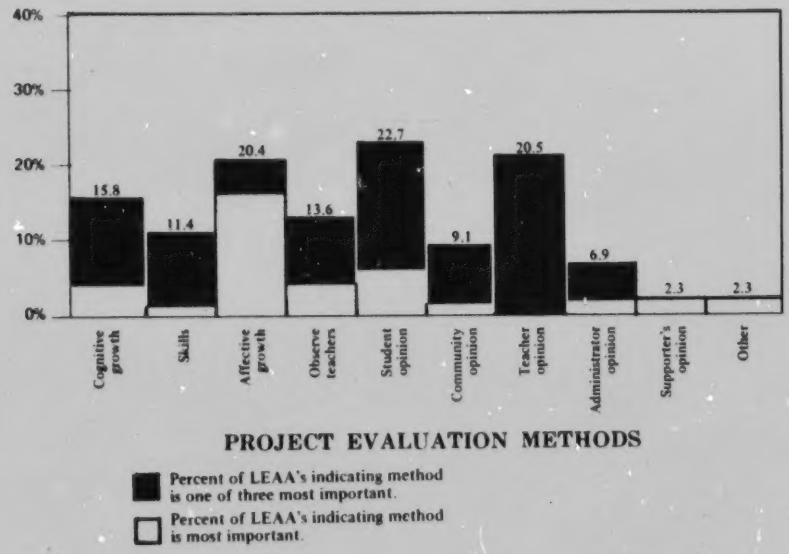
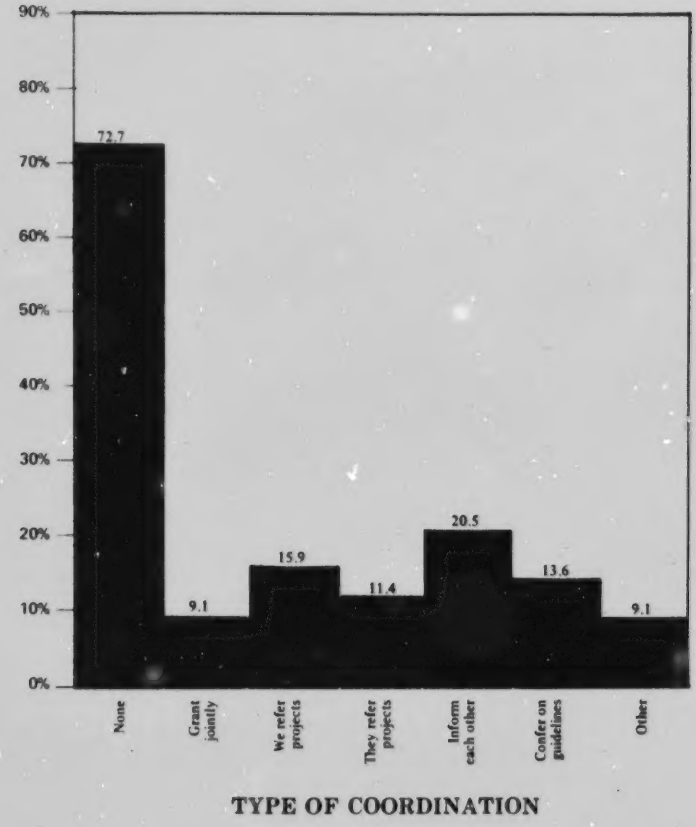
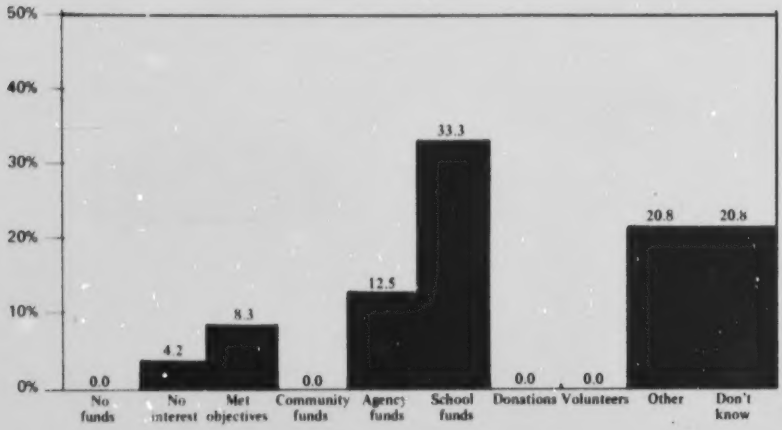


Fig. 14: COORDINATION OF LEAA'S WITH OTHER AGENCIES



00117

Fig. 15: CURRENT STATUS OF LEAA-FUNDED PROJECTS



TABLES

Table 1: AMOUNTS BUDGETED BY LEAA'S FOR EDUCATION-RELATED PROJECTS

Fiscal Year	None	Under $25,000	$25,000-$50,000	$50,001-$100,000	$100,001-$500,000	$500,001-$1,000,000	Over $1,000,000
FY 1969	72.7	11.4	2.3	2.3	6.8	2.3	2.3
FY 1970	54.5	13.6	4.5	9.1	6.8	4.5	6.8
FY 1971	40.9	11.4	6.8	11.4	18.2	6.8	4.5
FY 1972	25.0	20.5	4.5	6.8	34.1	2.3	6.8
FY 1973	25.0	15.9	9.1	13.6	25.0	2.3	9.1

Table 1-A: DISTRIBUTION OF FUNDS IN FY 1973

	None	Under $25,000	$25,000-$50,000	$50,001-$100,000	$100,001-$500,000	$500,001-$1,000,000	Over $1,000,000
Budgeted 1973	25.0	15.9	9.1	13.6	25.0	2.3	9.1
Spent 1973	29.5	20.5	9.1	11.4	15.9	6.8	6.8
Spent K-12 1973	54.5	25.0	4.5	4.5	9.1	2.3	0.0

APPENDIX 3

REPORT OF INDUSTRIAL RELATIONS CENTER'S SURVEY OF K-12 LAW-RELATED EDUCATION PROJECTS

SURVEY OF LAW-RELATED EDUCATIONAL PROJECTS

The purpose of this survey was to identify and document, as completely as possible, the various kinds of law-related education projects ongoing within the United States over the past few years. Hopefully, some sense of the objectives, methodologies and needs of such projects could be developed from the survey. It was therefore of major concern that an exhaustive attempt be made, within a fixed budget, to contact as many eligible projects as possible.

The Survey Procedure

A self-administered questionnaire was developed in order to facilitate a survey by mail. The primary task was the initial listing of potential respondent projects. Our procedure entailed a 100 percent coverage of all such listed projects. Therefore, since our lists must, in principle, be limited, our survey population became "all known projects in existence over the past three to four years." A total of 198 questionnaires were mailed, with 68 questionnaires (34 percent) returned completed. The specific listing procedure included:

1. Listings of such projects in the first edition of the *Directory of Law-Related Educational Activities* (American Bar Association Special Committee on Youth Education for Citizenship, 1972).
2. Lists of projects being considered for inclusion in the second edition of the *Directory of Law-Related Educational Activities* (American Bar Association Special Committee on Youth Education for Citizenship, 1974).

About half of the original *Directory* entries came from a survey conducted by the Constitutional Rights Foundation (CRF) in 1971. This survey was undertaken under a small grant to CRF from the Ford Foundation.

The American Bar Association maintains contact with over 300 state and local bar groups throughout the country. Through the ABA, YEFC has become aware of many bar-related youth education programs.

1186

In addition, YEFC has an Advisory Commission consisting of educators, law enforcement personnel and other experts in law-related education. Their contacts with various programs around the nation have acquainted us with still other ongoing projects.

There is a handful of major national law-related education groups which offer consulting services to other projects. Since its inception, YEFC has worked closely with the Constitutional Rights Foundation, Law in American Society Foundation, Law in a Free Society, and others, and shared available information concerning the existence and nature of projects.

Not all projects known to YEFC were included in the survey group. The following criteria were used to eliminate projects from the survey list:

1. Programs which only develop materials with no attempt to get them into particular classrooms in a systematic way.
2. Programs which only have a research component and do not attempt to implement a program in classrooms.
3. Programs whose primary objectives are to get young people to vote.
4. Programs which only sponsor field trips.
5. Programs in which the study of law is only peripheral to other objectives (*e. g.*, international relations projects).
6. Programs which only involve classroom visits by police officers or lawyers (*e. g.*, speakers' bureaus). Exceptions were made if such programs were known to be funded by LEAA.
7. Organizations which sponsor programs not intended for use in classrooms (*e. g.*, Red Cross, YMCA).
8. Clearinghouse agencies which stimulate, amplify and coordinate growth in the field without providing concentrated efforts in particular schools or school systems (*e. g.*, NCSS, YEFC).

Questionnaires were sent to projects if YEFC was unsure about the content of their program.

Results and Discussion

Who is Taught. A series of questions were included in order to characterize the size and kind of student population these projects reach-

ed. The first question was, "What is the geographic extent of project activity?" Figure 1 presents the percentage distribution of projects over the "size" categories. Most of the projects responding are either attached to specific school districts (30 percent) or are attached to the schools at the state level (27 percent).

The approximate numbers of students participating in project programs are given in Table 1, separately by grade level. Inspection of the column labeled "none" shows that the majority of projects are active at the eleventh and twelfth grade levels, *i. e.*, there are the fewest projects responding in this category at these grade levels. A corollary of this is that less than six projects are active in the primary grades (K–3). Finally, the most frequent response categories are between 100 and 10,000 students, suggesting that most projects are "in-the-classroom" at a school district level.

A corresponding question was asked concerning the number of days per year a project was active in a classroom, again separately by grade level. In Table 2, the column labeled "none" gives essentially the same information as that column in Table 1. The trend in this table, over all grade levels, is that many projects are in the classroom over 40 days per year, especially at the senior high school level.

A final question concerning students asked for both the primary ethnic group and an indication of ethnic group participation in project activities. Figure 2 displays the percentage of projects involving some members of an ethnic group. The majority of projects (52 percent) have blacks as a primary ethnic group within their student populations. Few projects (less than 11 percent) have Indian, Oriental, or Spanish-surnamed as primary ethnic groups. Nearly all projects (94 percent) include whites with nearly as many (87 percent) reaching blacks.

Project Staff and Activities. A number of questions were included to find the composition of projects according to categories of professionals. Table 3 presents the number of projects according to the number of individuals in each professional category on the staff. *Full-time* staff are the primary entries, with the number of projects *in parentheses* having the specified number of staff on a *part-time basis.* The most pervasive categories of staff are educators and clerical personnel. Only four projects have full-time lawyers, while 21 projects have lawyers on a part-time basis. Clearly, the major staff constituent is the teacher.

Projects which have lawyers were asked how the lawyers were contacted. Figure 3 shows that most projects worked through the local bar

00120

association. The next highest frequency is "individual volunteers," which probably indicates a purely informal mechanism through personal acquaintances.

Each project was asked to indicate the kinds of activities in which the various categories of staff participated on the project. Table 4 shows these results. Teachers primarily teach and develop curricula. Administrators primarily consult with staff and work with the schools. Lawyers and law students are primarily involved in the same activities as teachers—teaching and curriculum development. Police officials teach and consult with project staff.

The final item in this set concerned the primary activity of project directors. Figure 4 presents this data. Clearly, the majority of time is spent in project administration with surprisingly large percentages indicating participation in both teaching and curriculum development. Surprisingly few indicate public relations or fund-raising as major activities.

Project Goals. Projects were asked to indicate the kind of group which "made policy" for the project. Figure 5 presents these results. Aside from the odds-and-ends category ("other"), projects receive direction equally often from bar association committees, specially organized groups and the project director. This diversity of policy-making groups suggests a wide range of community bases upon which projects gain support and direction.

The distribution of avowed project objectives is presented in Figure 6. Given the diversity of policy-making groups, it is surprising that two similar objectives are most frequent—appreciation and respect for the legal process and increased knowledge of the law. It is not unreasonable to infer that there currently exists a common view, held by diverse groups and frequently expressed, that law-related education projects *should* teach the legal process and gain attitudinal commitment to the legal system for students.

Finally, projects were asked to indicate the subjects they most often stress. Figure 7 shows these results. The four most often emphasized are the "Bill of Rights," "basic legal concepts," "judicial process," and "the rights and responsibilities of individuals." Other than criminal law and juvenile law, specific areas are rarely stressed.

Teaching Methods. Projects were asked to indicate the techniques of instruction they used most often. Figure 8 shows that discussion

00121

and case study are used by the majority of projects. A variety of methods are employed. "Learning by doing" approaches are used by few projects. (*E. g.*, community projects, 8 percent; intership programs, 6 percent; school government, 1 percent.)

Figure 9 shows the distribution of methods used to train non-teachers for the classroom. The preponderance of the use of reading materials (26 percent) or nothing (14 percent) is disconcerting. At least a majority of projects support some face-to-face interaction prior to classroom assignment.

The methods used for teacher preparation are given in Figure 10. Again, reading materials, taken by itself, heads the list of methods, with most projects considering it mandatory. The two forms of in-service meetings, however, are used more frequently, with most being mandatory Those projects offering concentrated courses also require teacher fees, frequently mandatory. Figure 11 shows that many projects have provided teachers with some incentive for participation, with college credit heading the list. However, perhaps the most directly inspiring option, extra payment, is used by few projects (14 percent).

Project Problems. Respondents were asked to indicate the problems which various staff members felt they encountered in project work. Figure 12 shows the most frequently mentioned difficulties involve the teachers' lack of familiarity with the subject matter, followed by their lack of confidence in teaching.

The problems indicated for the non-teacher group of staff are given in Figure 13. In this case, 20 percent of the projects indicate no problems. The most frequent problems are lack of preparation time and difficulty in communicating with students. Both are undoubtedly amenable to treatment through increased staff preparation activities.

Figure 14 shows the problems indicated as relevant by administrative staff. The most frequent difficulty is lack of funds. Insufficiencies in teacher-training materials and schools' support are also relatively frequent. There seem to be few cases of problems due directly to conflict.

Evaluation. Little information was obtained on project evaluation. Figures 15 and 16 present the available data. The use of informal methods is preponderant, with student opinion and feedback being the dominant form of evaluative information obtained.

00122

Fig. 1: SCOPE OF PROJECT

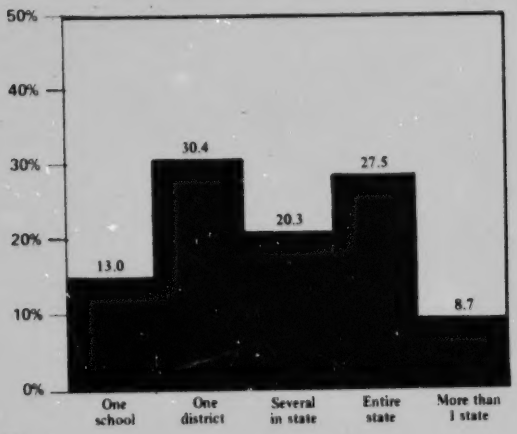
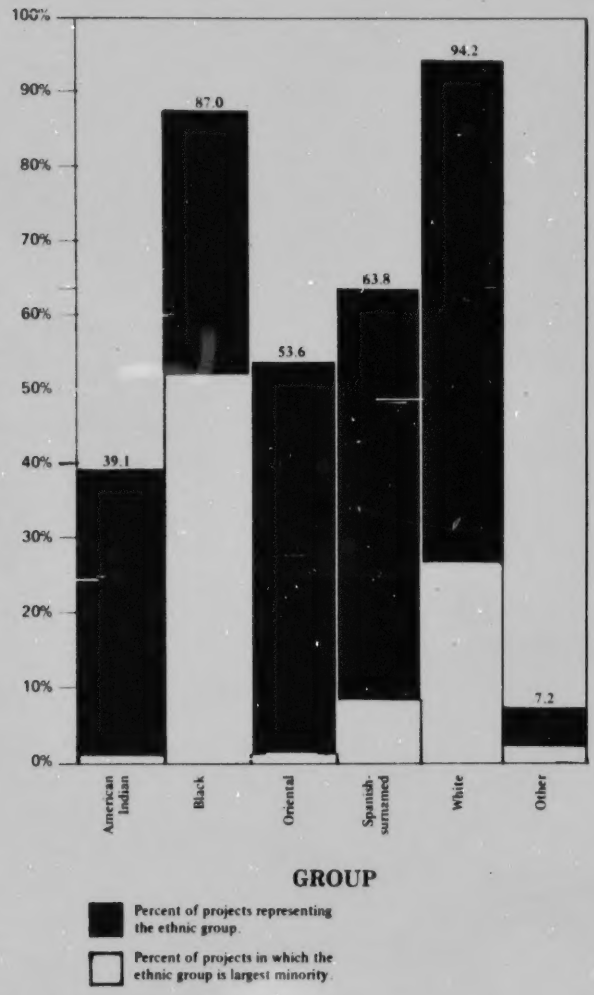
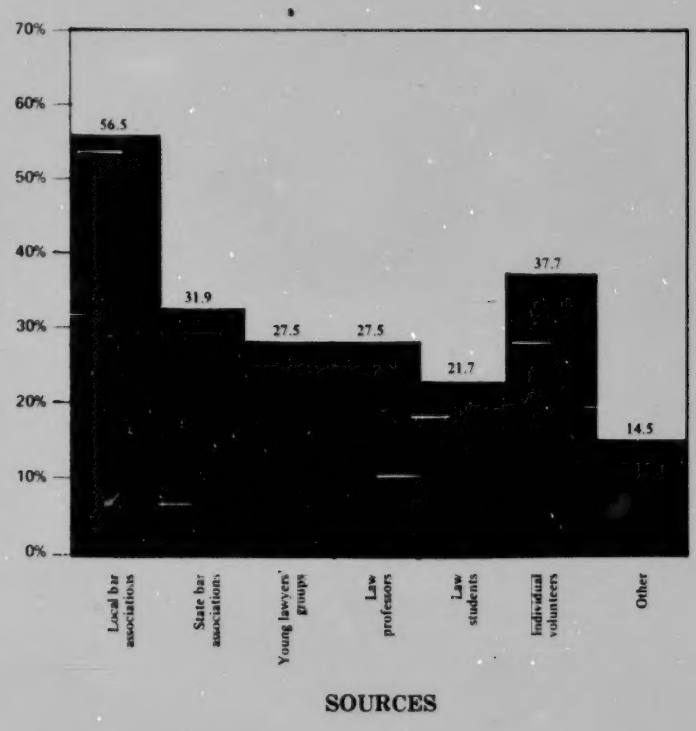


Fig. 2: ETHNICITY OF STUDENTS REACHED BY PROJECTS



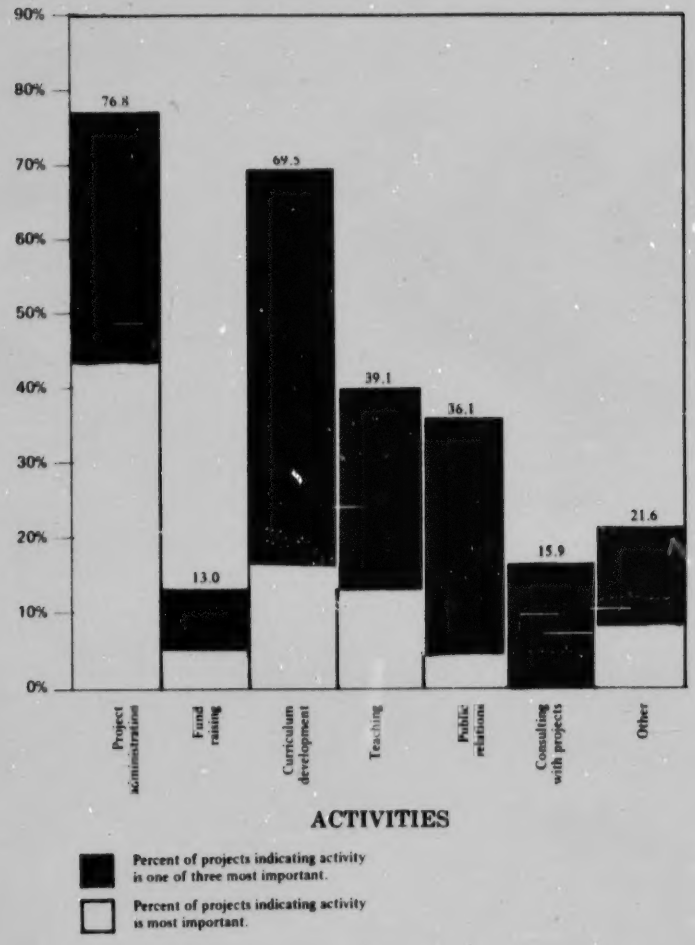
00124

Fig. 3: SOURCES FOR PARTICIPATING LAWYERS



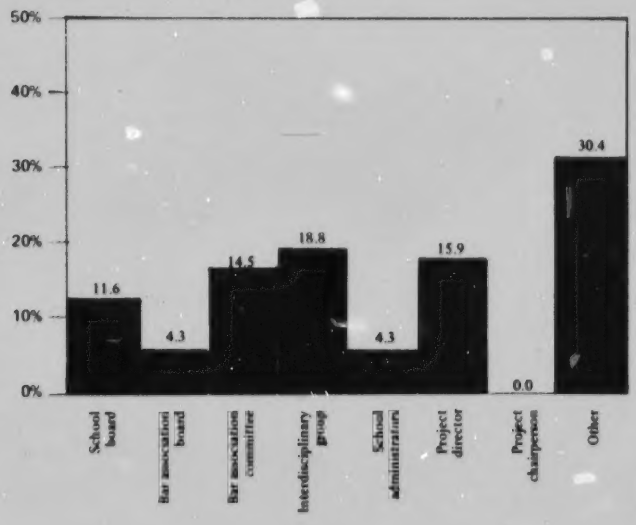
00125

Fig. 4: ACTIVITIES OF PROJECT DIRECTOR



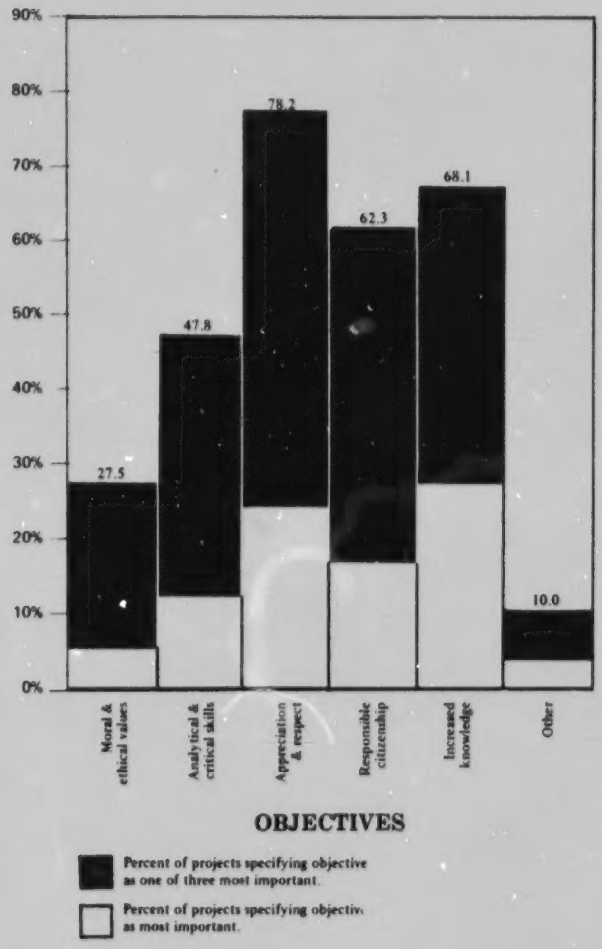
00126

Fig. 5: POLICY-MAKING BODY FOR PROJECT



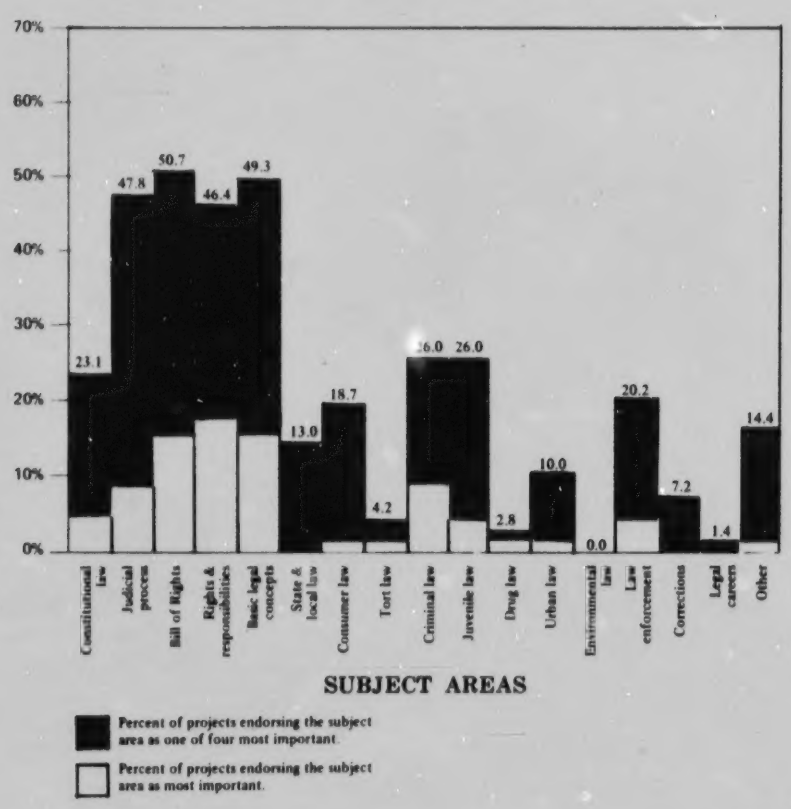
00127

Fig. 6: MAIN OBJECTIVES OF PROJECTS



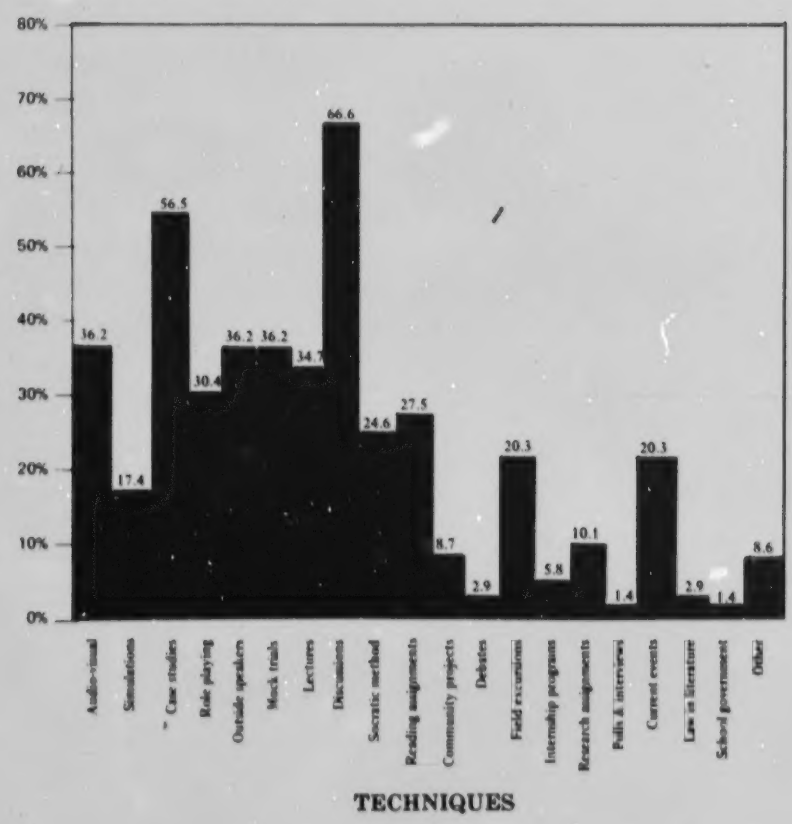
00128

Fig. 7: SUBJECTS STRESSED BY PROJECTS



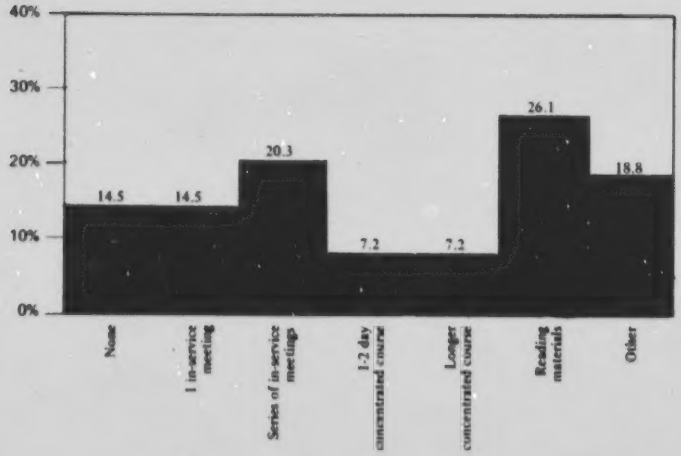
00129

Fig. 8: LEARNING TECHNIQUES USED BY PROJECTS



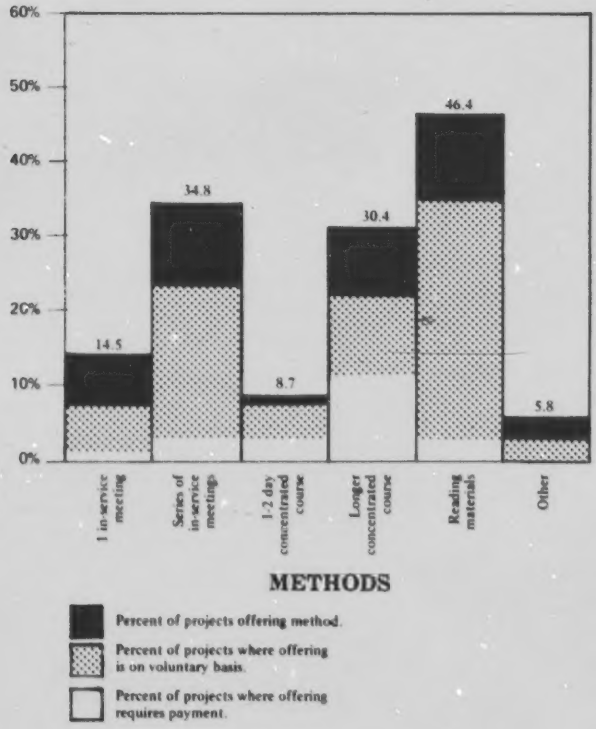
00130

Fig. 9: PREPARATION TECHNIQUES FOR NON-EDUCATORS



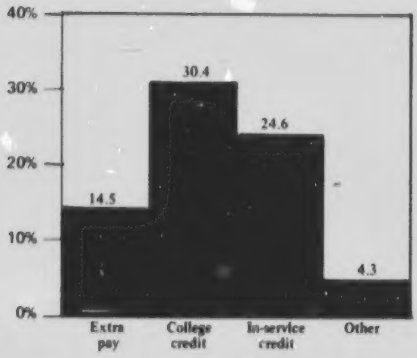
00131

Fig. 10: METHOD OF TEACHER PREPARATION



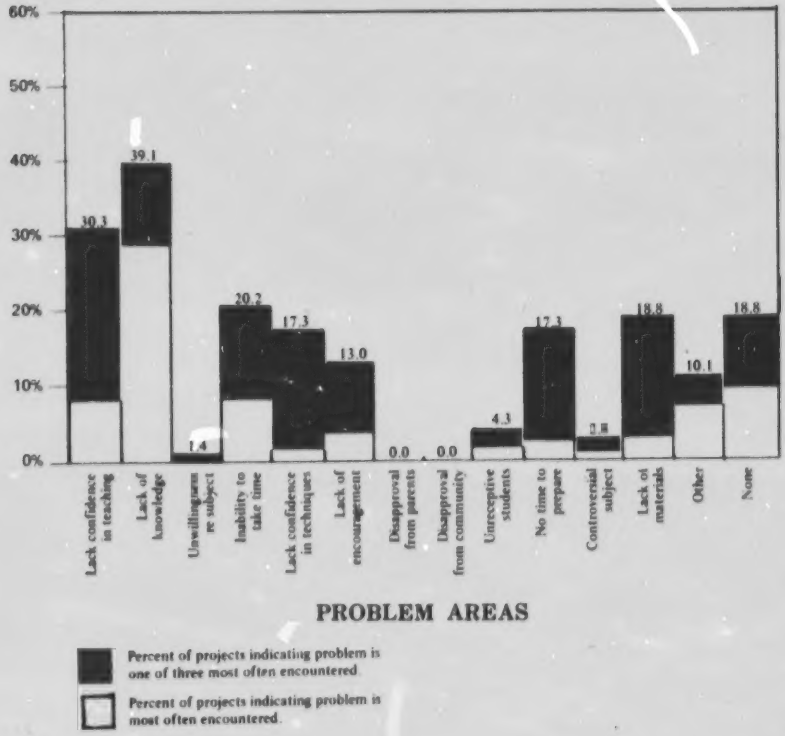
00132

Fig. 11: TEACHER INCENTIVES OFFERED BY PROJECTS



00133

Fig. 12: TEACHERS' PROBLEMS IN PARTICIPATING IN LAW-RELATED CITIZENSHIP PROJECTS



00134

Fig. 13: PROBLEMS OF NON-PROFESSIONAL TEACHERS

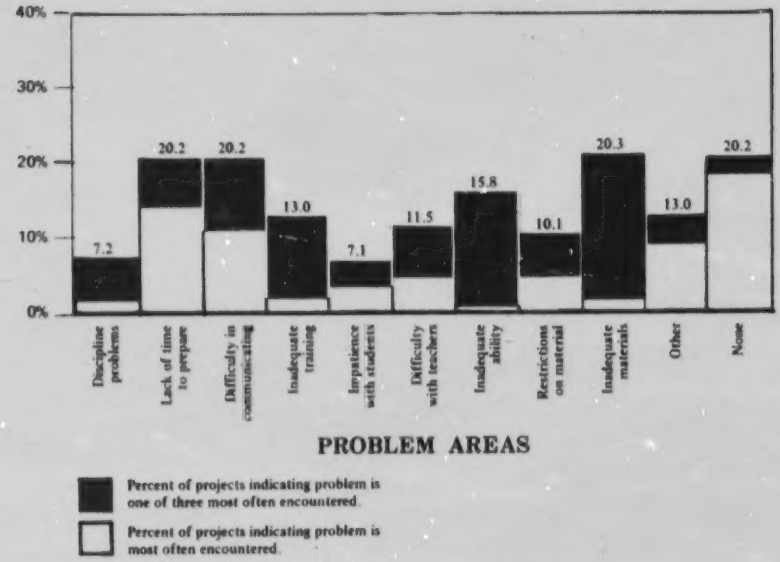
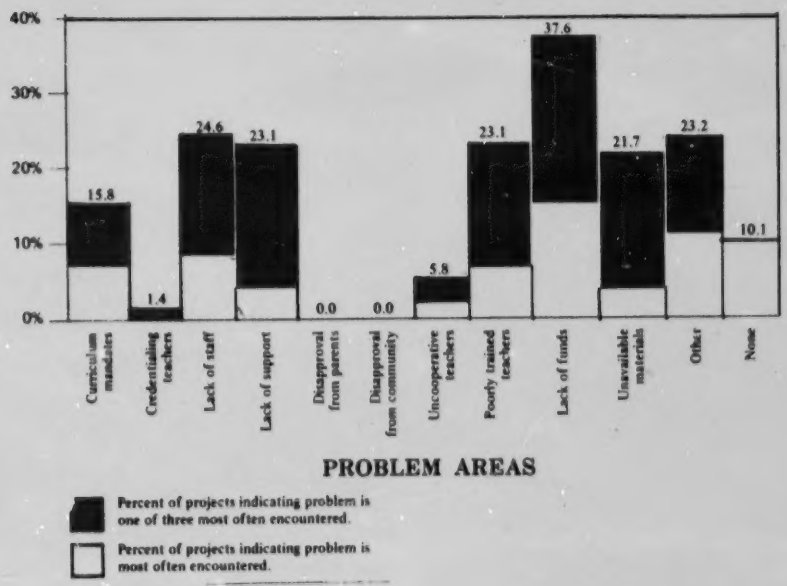
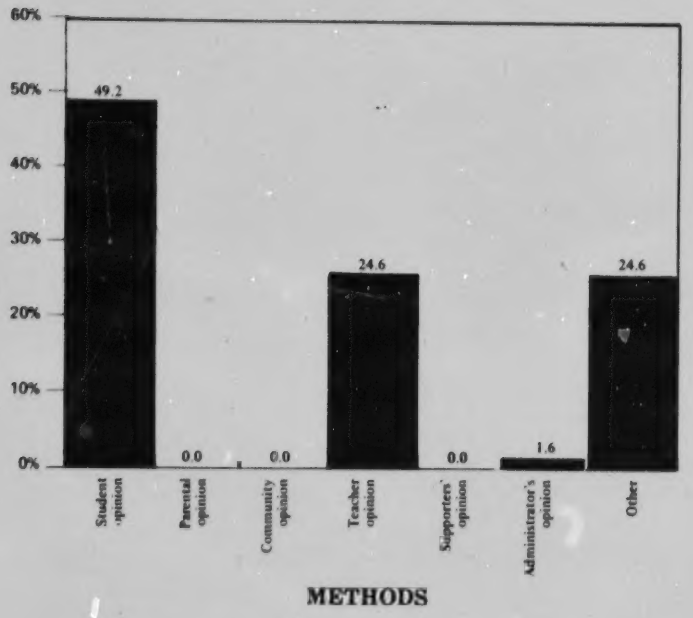


Fig. 14: ADMINISTRATIVE PROBLEMS



00136

Fig. 15: IMPORTANCE OF INFORMAL EVALUATIVE METHODS



00137

Fig. 16: IMPORTANCE OF FORMAL EVALUATIVE METHODS

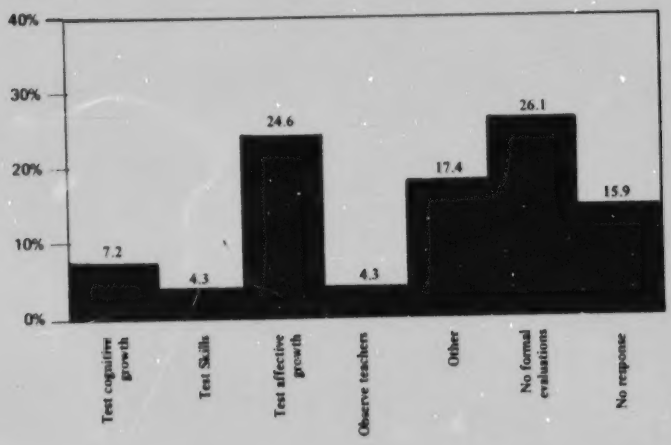


Fig. 17: FINANCIAL NEEDS OF PROJECTS NEXT YEAR

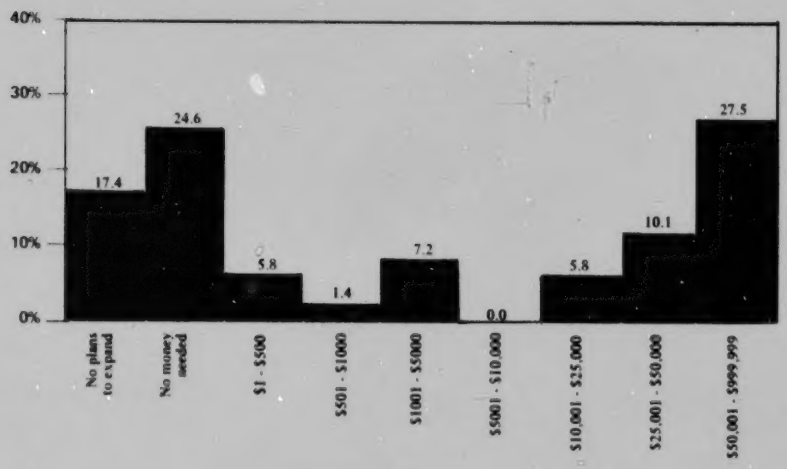


Table 1: NUMBER OF STUDENTS BEING TAUGHT BY GRADE

Grade	None	Under 100	100 - 500	501 - 1000	1001 - 10,000	10,001 - 50,000	Over 50,000
K	64	1	1	0	3	0	0
1	64	0	0	0	3	0	0
2	65	0	1	0	3	0	0
3	63	1	2	0	3	0	0
4	64	0	1	0	4	0	0
5	58	2	3	0	5	1	0
6	57	4	2	0	4	1	0
7	55	4	3	1	4	1	0
8	52	2	7	2	5	1	0
9	48	3	6	4	6	1	0
10	50	3	4	2	9	1	0
11	38	9	7	2	11	2	0
12	32	8	13	2	9	5	0

00140

Table 2: NUMBER OF DAYS STUDENTS BEING TAUGHT BY GRADE

Grade	None	1 - 5	6 - 20	21 - 40	41 - 80	Over 80
K	64	0	0	0	2	2
1	64	0	0	0	1	2
2	65	0	0	0	1	3
3	63	0	0	2	1	3
4	64	0	0	0	1	4
5	58	1	1	0	4	5
6	57	2	1	1	3	5
7	55	4	1	0	3	6
8	52	3	2	1	5	6
9	48	6	2	1	6	6
10	50	6	1	1	2	9
11	38	8	3	2	5	13
12	32	8	7	3	3	16

00141

Table 3: EXTENT OF ADMINISTRATIVE ASSISTANCE

	1-5	6-10	11-25	Over 25
a. Educators	19 (11)*	2 (4)	1 (2)	0 (0)
b. Lawyers	4 (17)	0 (3)	0 (1)	0 (0)
c. Law professors	2 (7)	0 (0)	0 (0)	0 (0)
d. Professors of social science	1 (4)	0 (0)	0 (0)	0 (0)
e. Other college professors	0 (3)	0 (0)	0 (0)	0 (0)
f. High school students	0 (1)	0 (1)	0 (0)	0 (0)
g. Law students	3 (4)	0 (1)	0 (0)	0 (0)
h. Clerical personnel	20 (19)	1 (1)	0 (0)	0 (0)
i. Other	8 (9)	0 (2)	0 (0)	0 (0)

*Parentheses "( )" indicate part-time personnel

00142

Table 4: EXTENT OF COMMUNITY ASSISTANCE

	Secure funds	Marshall other resources	Influence policy makers	Teach	Train teachers	Help with curricula	Consult
a. Teachers	5	16	26	41	20	42	27
b. School administrators	20	16	37	7	11	22	32
c. School board members	10	7	13	2	2	2	4
d. High school students	2	7	10	6	2	13	11
e. Law students	2	2	2	11	5	8	7
f. Lawyers	17	23	20	32	20	24	37
g. Law professors	2	4	5	9	9	13	14
h. Professors of education	3	4	7	5	11	9	18
i. Professors of social science	1	3	4	5	6	7	11
j. Community members	4	16	15	6	3	3	8
k. Police officials	2	14	7	30	16	1	24

00143

APPENDIX 4

INFORMATION CONCERNING YEFC'S WORKING CONFERENCE TO ASSIST IN THE CREATION OF GUIDELINES FOR K-12 LAW-RELATED CITIZENSHIP EDUCATION PROJECTS, MAY 17-18, 1974

O'Hare Inn, Chicago, Illinois

(Funded by a grant from the Law Enforcement Assistance Administration)

AGENDA

MEETING TO DISCUSS REPORT AND RECOMMENDED GUIDELINES FOR FUNDING LAW-RELATED CITIZENSHIP EDUCATION PROJECTS

Under a grant from the Law Enforcement Assistance Administration (LEAA). May 17-18, 1974; O'Hare Inn, Chicago.

Friday, May 17

1:00-1:45 General Session (Press Room)
Chairman: Justin A. Stanley—
(Chairman, Special Committee on Youth Education for Citizenship)—
Introductory Remarks

Comments on Preliminary Data Report:
John R. Stanek and James Murray (Staff Industrial Relations Center)

Explanation of Conference Goals: Joel F. Henning (Director, Special Committee on Youth Education for Citizenship)

2:00-5:00 Sub-group meetings (Rooms to be announced)

1. Finding Money and Services: Funding, Re-funding, Developing Proposals
Donald F. Sandberg, Chairperson
Jeffrey L. Dow, Reporter

00144

2. Content and Methods
   Isidore Starr, Chairperson
   David Schimmel, Reporter
3. Project Administration
   Charles D. Clausen, Chairperson
   Daniel A. Goldstein, Reporter
4. Creating and Maintaining Community Support and Involvement
   Scott M. Matheson, Chairperson
   Marilyn Braveman, Reporter

5:15–6:15 General Session (Press Room)
Reports from chairpeople of sub-groups.

6:15– Open Bar (Press Room)
Adjourn for evening.

Saturday, May 18

9:00–12:00 Sub-group meetings (Rooms to be announced)

1. Preparing the Teacher To Be an Instructor in Law Studies
   David Schimmel, Chairperson
   Robert S. Summers, Reporter
2. Evaluation of Programs
   Isidore Starr, Chairperson
   William W. Stevens, Reporter
3. Developing a Movement: Cooperation, Coordination, Communication
   John S. Gibson, Chairperson
   Charles J. White, Reporter

12:00–1:00 Lunch (Randolph/VIP Room)

1:00–3:30 General Session (Press Room)

1. The Future: What Is Needed and What Has Been Overlooked?
2. Wrap Up

00145

TO: Participants in YEFC Conference to Assist in Creation of Guidelines for K–12 Law-Related Citizenship Education Projects, Under LEAA Grant

FROM: Joel F. Henning

DATE: May 10, 1974

As promised, there follow a few questions of the sort that should be discussed, among others, on May 17 and 18, 1974 at the O'Hare Inn in Chicago. These questions are preliminary, tentative and not intended to be exhaustive. We begin Friday at 1:30 p. m. The O'Hare Inn (not to be confused with the Sheraton O'Hare Inn) has a shuttle service from the airport.

1. What are the objectives of law-related citizenship education? How do they relate to responsible citizenship?
2. At what grade levels are law-related programs most beneficial? Should there be different objectives for different grade levels?
3. How important is a sustained curricular approach? How do frequency and consistency of lessons affect the educational quality of such a course of study?
4. What subjects are the most important components of a law-related curriculum? What functions do they serve? (i. e. why are they important?)
5. What kinds of instructional strategies for K–12 students are most useful?
6. What relationship, if any, should exist between the "kinds" of students to be taught (ethnic origins, geographic locations, demographic characteristics, cultural milieu) the subject matter and methodology of law-related courses?
7. What kinds of recommendations should be made as to how many students the project should reach? Is it more likely to be a "good" program if the project confines itself to one district or school? Are there advantages in trying to reach multiple districts, entire states or regions? Should programs of differing sizes strive to fulfill different objectives?
8. What kinds of teacher preparation are most effective? Should training beyond reading materials be required? If so, how should it be structured?
9. Should non-professional, unaccredited teachers be encouraged to participate in K–12 teaching? If so, who should participate and what sort of preparation, if any, should be required?

10. Is informal evaluation of programs (i. e. student and teacher opinion) adequate? Have alternative methods been developed which are worth using? Are there other alternatives which should be researched? What should be tested (cognitive knowledge, analytical skills, attitudinal change, etc.)?
11. What are good indicators from a project that it has a respectable chance to have its program institutionalized?
12. How important is it to have educators on the administrative staff of a project? How important are lawyers in this regard? What other kinds of people could assist and how important are they to the quality of a project?
13. How important is a project's contact with the organized bar?
14. How can funding agencies inform projects about the existence of funding opportunities?
15. How, if at all, does law-related education correspond with existing LEAA laws, regulations and guidelines in other areas? How if at all, does law-related education correspond with existing programs in the Office of Education, National Science Foundation, National Institute of Education, and various private foundations?
16. What, if any, correlations exist or should be investigated between law-related education, on the one hand, and citizenship participation, alienation, delinquency and criminality on the other.
17. What other kinds of recommendations should be included in our report to LEAA?

PERSONS INVITED TO YEFC WORKING CONFERENCE UNDER LEAA SUPPORTED NATIONWIDE SURVEY OF LAW-RELATED EDUCATION PROGRAMS

* James F. Ahern, Director, Insurance Crime Prevention Institute (Westport, Ct.): Member, Advisory Commission to ABA Special Committee on Youth Education for Citizenship.

* Geraldine Bagby: Program Executive, Danforth Foundation (St. Louis, Missouri).

John Barnes: Deputy Director, Street Law Project, D. C. Project on Community Legal Assistance (Washington, D. C.).

* William H. Bell: Partner, Rogers, Bell & Robinson (Tulsa, Oklahoma); Member, ABA Special Committee on Youth Education for Citizenship.

Frederick H. Bolton: Secretary and Executive Director, Pennsylvania Bar Association (Harrisburg, Pennsylvania).

Thomas J. Boodell, Jr.: Partner, Boodell, Sears, Sugrue, Giambalvo, Crowley (Chicago, Illinois); Member, ABA Special Committee on Youth Education for Citizenship; Secretary to National Board of Directors, Law in American Society Foundation.

Marilyn Braveman: Director of Education, Institute of Human Relations, American Jewish Committee (New York, New York).

* Todd Clark: Education Director, Constitutional Rights Foundation (Los Angeles, California); Past-President, California Council for the Social Studies; Member, Advisory Commission to Special Committee on Youth Education for Citizenship.

Charles D. Clausen: Assistant Professor of Law, Marquette University Law School (Milwaukee, Wisconsin); Treasurer, Project Outreach, Marquette University Law School; Member, ABA Special Committee on Youth Education for Citizenship.

Jeffrey L. Dow: General Counsel, Doweave, Inc. (Philadelphia, Pennsylvania); Co-Chairman, ABA Young Lawyers Section Law and American Youth Committee.

Eugene Eidenberg: Vice Chancellor, University of Illinois at Chicago Circle (Chicago, Illinois); Chairman, Illinois Law Enforcement Commission.

John Evans: Director, Law Education in Atlanta Schools (Atlanta, Georgia).

Ira A. Eyster: Director, Law-Focused Curriculum Project (Norman, Oklahoma).

* R. Keegan Federal, Jr.: Partner, Orr and Federal (Decatur, Georgia); Chairman, Committee on Youth Education for Citizenship, State Bar of Georgia; Member, Advisory Commission to ABA Special Committee on Youth Education for Citizenship.

* Sharon Fieman: Lecturer and Program Coordinator, Graduate School of Education, University of Chicago (Chicago, Illinois).

David Fogel: Director, Illinois Law Enforcement Commission (Chicago, Illinois).

* Perry L. Fuller: Partner, Henshaw, Culbertson, Moelmann, Hoban and Fuller (Chicago, Illinois); President, National Board of Directors, Law in American Society Foundation.

Ronald A. Gerlach: Executive Director, Center for Law-Related Education, University of Cincinnati (Cincinnati, Ohio).

John S. Gibson: Lincoln Filene Professor, Department of Political Science, Tufts University (Medford, Massachusetts); Former Director, Lincoln Filene Center for Citizenship and Public Affairs.

William M. Gibson: Regional Director, Federal Trade Commission (Boston, Massachusetts); Chairman, In Search of Justice, Massachusetts Bar Association.

* Judith A. Gillespie: Co-Director, High School Political Science Curriculum Project, Social Studies Development Center, Indiana University (Bloomington, Indiana).

Daniel A. Goldstein: Public Relations Director, New York State Bar Association (Albany, New York).

Allen Graubard: Author, *Free the Children, Alternative Schools Directory*; Visiting Editor, Pantheon Books (New York, New York).

Sydney H. Grossman: Partner, Grossman Galchenski, Silverstein and Grossman (Denver, Colorado); Member, ABA Special Committee on Youth Education for Citizenship.

Merrill F. Hartshorn: Executive Secretary, National Council for the Social Studies (Washington, D. C.); Member, Advisory Commission to ABA Special Committee on Youth Education for Citizenship.

Terry Hatter: Professor of Law, Loyola University and University of California (Los Angeles, California); Executive Assistant to Mayor Bradley; Director of Criminal Justice Planning for City of Los Angeles.

* Kenneth J. Hodson: Executive Director, National Commission for the Review of Federal and State Laws Relative to Wiretapping and Electronic Surveillance (Washington, D. C.); Former Chief Judge of the Army Court of Military Review; Member, ABA Special Committee on Youth Education for Citizenship.

* Philip Jackson: Director, Laboratory Schools of the University of Chicago (Chicago, Illinois); Member, Advisory Commission to ABA Special Committee on Youth Education for Citizenship.

* Robert Johnson: Executive Director, Wieboldt Foundation (Chicago, Illinois).

* Lawrence Kohlberg: Professor of Education in Social Psychology, Graduate School of Education, Harvard University (Cambridge, Massachusetts); Member, Advisory Commission to Special Committee on Youth Education for Citizenship.

Mary Conway Kohler: Executive Director, National Commission on Resources for Youth, Inc. (New York, New York); Former Judge, San

00149

Francisco Family Court; Member, Advisory Commission to ABA Special Committee on Youth Education for Citizenship.

Williem Langeveld: Professor of Education and Political Science, University of Haarlem (Haarlem the Netherlands).

* Pauline Leet: Pennsylvania State Department of Education (Harrisburg, Pennsylvania).

* Barry E. Lefkowitz: Director, Institute for Political and Legal Education (Pitman, New Jersey).

Felice J. Levine: Resident Research Social Scientist, American Bar Foundation (Chicago, Illinois).

Richard P. Longaker: Professor of Political Science, UCLA (Los Angeles, California); Member, Executive Committee, Law in a Free Society.

Scott M. Matheson: General Solicitor, Union Pacific Railroad Company (Salt Lake City, Utah); Delegate to ABA House of Delegates, Utah State Bar.

* Richard C. Maxwell: Professor of Law, School of Law, UCLA (Los Angeles, California); Former Dean, UCLA Law School; Past-President of Association of American Law Schools; Member, ABA Special Committee on Youth Education for Citizenship.

* Ed Meade: Program Officer in Charge of Public Education, the Ford Foundation (New York, New York).

* Howard Mehlinger: Co-Director, High School Political Science Curriculum Project, Indiana University (Bloomington, Indiana); Member, Advisory Commission to ABA Special Committee on Youth Education for Citizenship.

Vivian Monroe: Executive Director, Constitutional Rights Foundation (Los Angeles, California).

* Jeanette Moon: Coordinator, Law Education in Atlanta Schools (Atlanta, Georgia).

* Aubrey Moore: Investigator, Office of Special Investigation (Chicago, Illinois).

* Laura Nader: Department of Anthropology, University of California (Berkeley, California); Member, Advisory Commission to ABA Special Committee on Youth Education for Citizenship.

* Bruce Newman: Executive Director, Chicago Community Trust (Chicago, Illinois).

00150

* Jason Newman: Director, Street Law Project, D. C. Institute on Community Legal Assistance, Georgetown University (Washington, D. C.).

Charles N. Quigley: Executive Director, Law in a Free Society (Santa Monica, California); Member, Advisory Commission to ABA Special Committee on Youth Education for Citizenship.

Robert H. Ratcliffe: Executive Director, Law in American Society Foundation (Chicago, Illinois).

E. A. Richter: Administrator, Rights and Responsibilities of Citizenship in a Free Society, The Missouri Bar (Jefferson City, Missouri).

M. Gail Russell: Research Assistant, Atlanta Public Schools (Atlanta, Georgia).

* Terry Saario: Program Director, The Ford Foundation (New York, New York).

Donald F. Sandberg: Assistant to the President, Bancroft & Martin, Inc. (South Portland, Maine); Former Program Officer, Ford Foundation; Member, ABA Special Committee on Youth Education for Citizenship.

David Schimmel: Professor of Education, University of Massachusetts School of Education (Amherst, Mass.); Member, Advisory Commission to ABA Special Committee on Youth Education for Citizenship.

Edward J. Schoenbaum: Acting Director, Programs & Services, American Judicature Society (Chicago, Illinois).

* Eugene Schwilck: President, The Danforth Foundation (St. Louis, Missouri).

* James P. Shaver: Professor of Education, Utah State University (Logan, Utah).

Justin A. Stanley: Partner, Mayer, Brown and Platt (Chicago, Illinois); Chairman, ABA Special Committee on Youth Education for Citizenship.

Dietmar Starke: Research Assistant, American Bar Foundation (Chicago, Illinois); Former Research Consultant, Constitutional Rights Foundation; Lecturer, Illinois Benedictine College.

Isidore Starr: Professor of Education, Queens College (Flushing, New York); Member, ABA Special Committee on Youth Education for Citizenship; Past-President, National Council for the Social Studies.

William W. Stevens: Coordinator, Social Studies, Wichita Public Schools (Wichita, Kansas); Former Associate Director, Social Science Education Consortium, Inc.

00151

B. R. Sullivan: Director, Law in a Changing Society (Dallas, Texas).

Robert S. Summers: Professor of Law, Cornell Law School; Chairman, Association of American Law Schools Committee on Civic Education; Director, Cornell Law Project for Secondary Schools (Ithaca, New York).

* James Swain: Courts Specialist, Technical Assistance Division, Law Enforcement Assistance Administration (Washington, D. C.).

* June Louin Tapp: Professor of Child Psychology and Criminal Justice Studies, University of Minnesota (Minneapolis, Minnesota); Member, Advisory Commission to ABA Special Committee on Youth Education for Citizenship.

* Debra Weiner: Special Assistant to the Secretary, Pennsylvania Department of Education (Harrisburg, Pennsylvania).

Industrial Relations Center of the University of Chicago (Chicago, Illinois) staff: John R. Stanek, Director, Survey Programs
James Murray, Special Consultant in Statistical and Demographic Data
Ruth Yates, Director, Field Operations and Research Attitude and Morale Survey Programs

ABA Special Committee on Youth Education for Citizenship (Chicago, Illinois) staff: Joel F. Henning, Staff Director
Susan E. Davison, Assistant Staff Director
Norman Gross, Assistant Staff Director
Charles J. White, Assistant Staff Director

* Indicates persons who were unable to attend Conference.

00152

APPENDIX 5

LAW-RELATED EDUCATION GRANTS MADE BY LAW ENFORCEMENT ASSISTANCE ADMINISTRATION AGENCIES, 1970–1974

INTRODUCTION

This Appendix includes brief descriptions of 99 grants made by LEAA agencies in support of law-related education in fiscal years 1970 through 1974. We have located these grants through LEAA's data retrieval service. Most were found in June 1974 through a computer search of grants relating to school education programs. Others were found in March, 1974 through a search of grants relating to publications on youth and law, and a search in September 1974 of grants relating to programs of school education, public awareness, and citizens' rights. From these computer print-outs, we selected those grants which seemed at least in part designed to improve students' understanding of law, legal processes, and the legal system. We applied this criterion broadly, and have thus included some grants in which the school education component is part of a larger effort at improving police-community relations. We have also included some grants which attempt to give students a better understanding of law as part of programs designed to combat drug abuse.

We are certain that this list does not include all LEAA grants in support of law-related education. There are at least two reasons why some grants have been omitted. First, it is likely that a number of recent grants have not yet been entered into LEAA's retrieval system. For example, our survey of LEAA agencies indicated a steadily growing amount of support for education, yet the LEAA computer searches showed few grants for fiscal 1974. The second and more fundamental problem concerns classification of grants. We know, for example, that the Missouri LEAA state planning agency made several grants to the Rights and Responsibilities of Citizenship in a Free Society project (see Appendix 6), yet these grants are not listed in the print-outs we have examined. Often the program summaries indicate that LEAA has made previous awards to projects, yet the print-outs include no descriptions of prior grants. We believe that these omissions are at least in part caused by the number of categories under which grants to law-related education projects are reported. Because grants may be classified under such headings as "delinquency prevention," "juvenile justice," and "law en-

00153

forcement," it would require a computer search of a large number of categories to get a complete account of LEAA activity in this area. In Chapter 4 we recommend that a uniform system of reporting grants to law-related education projects be instituted. If this recommendation is acted upon, future data retrieval should be greatly simplified.

We arrived at our estimate of at least $7 million in LEAA funding in the following manner: We added to $4,980,000 (the approximate total of reported grants) the sum of $1,360,000, representing other funds which we know LEAA agencies have granted to projects.* This yields a total of approximately $6,340,000. We then estimated that other unreported funds amounted to 10 percent of this figure, arriving at a total of approximately $7 million. We believe that this total is a conservative estimate of LEAA spending in this area.

The list, then, does not represent all LEAA grants in this field, but it does give a partial picture of LEAA activity, as well as providing short descriptions and addresses of a number of projects.

The organization of this Appendix is as follows: grants are listed by state. Within each state, grants are listed alphabetically by project name. If a project has been re-funded, we list its grants chronologically. The first two figures in the grant number indicate the fiscal year in which the grant was made. The project summaries were written by the projects themselves as part of their funding proposals. Thus they are in the future tense, even for activities which may have been completed years ago, and naturally they present a self-promoting view of projects' activities.

* We arrived at this figure by comparing the amount of LEAA funding reported by the 14 projects described in Appendix 6 with the LEAA funding of these projects reported here. Grants to Missouri's Rights and Responsibilities of Citizenship in a Free Society project ($108,000), Colorado Legal Education Program ($41,000), Pennsylvania's Statewide Law-Related Education project ($63,000), and Cincinnati's Center for Law-Related Education ($75,000) were unreported; grants to other projects were underreported in the indicated amounts: Law in American Society Foundation and Illinois Project in Law-Focused Education ($542,000), Los Angeles' Youth and the Administration of Justice ($322,000), Dallas' Law in a Changing Society ($146,000), and California's Law in a Free Society Project ($63,000). We do not have complete funding reports from a number of these 14 projects, so it is likely that the amount of LEAA support is even higher.

LAW-RELATED CITIZENSHIP EDUCATION GRANTS MADE BY LEAA 1970–1974

State	Award Amount	Number of Grants
Alaska	$ 1,650	1
California	2,087,314	17
District of Col.	136,244	2
Idaho	4,000	2
Illinois	1,215,379	7
Indiana	205,865	5
Iowa	3,619	1
Kansas	77,741	3
Louisiana	8,513	1
Maine	1,264	1
Maryland	77,000	1
Massachusetts	39,141	1
Michigan	95,207	2
Minnesota	88,151	5
Mississippi	20,000	1
Nebraska	42,368	1
New Hampshire	12,990	2
New Jersey	114,500	1
New Mexico	5,975	1
North Carolina	9,000	1
Ohio	149,461	3
Oklahoma	65,287	2
Oregon	29,966	5
Pennsylvania	104,606	9
Texas	245,430	3
Washington	560	1
West Virginia	62,399	14
Wisconsin	74,749	5
Wyoming	2,412	1
Totals	$4,980,791	99

States and Territories Not Reported
Alabama
American Samoa
Arizona
Arkansas
Canal Zone
Colorado
Connecticut
Delaware
Florida
Georgia
Guam
Hawaii
Kentucky
Missouri
Montana
Nevada
New York
North Dakota
Puerto Rico
Rhode Island
South Carolina
South Dakota
Tennessee
Utah
Vermont
Virginia
Virgin Islands

ALASKA

JUNEAU SCHOOLS ADMINISTRATION OF JUSTICE COURSES

GRANTEE NAME AND ADDRESS: Juneau Police Department
210 Admiral Way
Juneau, AK 99801

AWARD AMOUNT: $1,650

LEAA GRANT NUMBER: 72AS020050

To provide for a nine-week course in the administration of justice at the Juneau-Douglas High School, with expected elective enrollment of up to 35 students. A second element will be provided to the Marie Drake Junior High School social studies program for an additional 30 younger-aged students, with emphasis on the legal component of the criminal justice system. The specific objective will be to improve the knowledge level of participating students, increase the level of communication between youth and local criminal justice officials, and generally improve relationships between youth and the participating instructors.

CALIFORNIA

A CITIZEN AND HIS POLICE (FIVE STOP-FREEZE FILMS)

GRANTEE NAME AND ADDRESS: City of Culver City
9770 Culver Boulevard
Culver City, CA 90230

AWARD AMOUNT: $102,405

LEAA GRANT NUMBER: 73DF060006

This project will produce five legal educational films which will use case methods to instill in youths their personal responsibilities as citizens to the role of the law enforcement system. A stop-freeze film technique will be utilized by the instructor which will stop the film at a teaching point situation to provide for student discussions on a point of law. The National District Attorneys' Association will assist in case development and provide technical assistance on the material. This award of $102,405 is authorized under Section 301 of P.L. 90-351, as amended.

A CITIZEN AND HIS POLICE (FIVE STOP-ACTION FILMS)

GRANTEE NAME AND ADDRESS: National Education Institute
702 South Highland Avenue
Los Angeles, CA 90036

AWARD AMOUNT: $5,000

LEAA GRANT NUMBER: 74DF060006

This project will supplement grant No. 73DF090006 by providing funds for purchase and distribution of 15 sets of the five legal education films entitled "Under the Law." These film sets will be utilized in carrying out the testing and evaluation component of initial grant. The films will use case methods to instill in youths their personal responsibilities as citizens to the role of the law enforcement system. Instructors will utilize a stop-freeze technique in conjunction with teaching guides to provide for student discussions on points of law. The National District Attorneys' Association has assisted in case development and provided technical assistance on the materiai.

A CITIZEN AND HIS POLICE

GRANTEE NAME AND ADDRESS: National Education Institute
702 South Highland Avenue
Los Angeles, CA 90036

AWARD AMOUNT: $203,765

LEAA GRANT NUMBER: 74DF060012

Five films will be produced which are to be used as teaching aides in elementary and secondary schools. Using a unique stop-action technique, each film will instruct students in a discreet criminal justice subject. Actors simulate real world incidents and, at critical points in the evolution of the incidents, the film action freezes, allowing the instructor to pose questions, discuss issues and choices, and generate student participation. The five topics to be filmed are: vandalism, the exclusionary rule, gangs, shoplifting, and the victim. The project also provides for extensive evaluation and for a quality control component which uses a committee of law enforcement officials to pass upon the accuracy of film content.

COMMUNITY RELATIONS AND CRIME PREVENTION PROGRAM

GRANTEE NAME AND ADDRESS: County of Humboldt
Sheriff's Office
Court House
Eureka, CA 95501

AWARD AMOUNT: $36,421

LEAA GRANT NUMBER: 72AS061700

The county of Humboldt proposes the continuation of the Community Relations and Crime Prevention Program established within the sheriff's office to improve communications, understanding, teamwork and trust between the police and the community. The Community Relations Program is a systematic program which contains six operational components: Community relations unit, school officer program, anti-crime program, liaison office, speakers bureau and training program. The C.R.U. is a research and planning component. School Officer Program will place officers in the classroom to answer questions and present programs. The anti-crime program will obtain citizen involvement. Liaison office will conduct direct communications with community organizations. The speakers bureau will expand activities and provide visual aids and informational brochures. The training component will give necessary training to all personnel involved. The program will be staffed by two full time positions funded through grant and departmental personnel participation.

COMMUNITY RESOURCE OFFICER

GRANTEE NAME AND ADDRESS: Oroville Police Department
1887 Arlin Rhine Drive
Oroville, CA 95965

AWARD AMOUNT: $13,609

LEAA GRANT NUMBER: 72AS060644

The objectives of this proposed project have been identified and divided into four major classifications. Their order of presentation does not necessarily indicate a priority. 1) Juvenile delinquency presentation program. 2) Counseling and referral program. 3) Police-community relations program. 4) Education in the elementary school.

00158

CRIME PROGRAM (COMMUNITY RELATIONS IMPROVEMENT MOVEMENT EFFORT)

GRANTEE NAME AND ADDRESS: City of Ripon
Police Department
First & Locust Street
Ripon, CA 95366

AWARD AMOUNT: $11,601

LEAA GRANT NUMBER: 72AS061226

The city of Ripon proposes to implement a comprehensive crime program to improve communications, understanding, teamwork, and trust between the police and the community in a combined effort to reduce crime. It is anticipated that the comprehensive approach will contain six operational components: 1) A community-relations unit, 2) A school officer program, 3) An anti-crime program, 4) A liaison office, 5) A speakers bureau, and 6) A training program. The community-relations unit is a crime preventive and research and planning component. The school officer program will place officers in the classroom to answer questions and present programs. The anti-crime program will obtain citizen involvement. The liaison office will conduct direct communications with community organizations. The speakers bureau will expand activities and provide visual aids and informational brochures. The training component will give necessary training to all personnel involved. The program will be staffed by one full-time position funded through grant and by departmental personnel participation.

LAW IN A FREE SOCIETY

GRANTEE NAME AND ADDRESS: University of California
10680 W. Pico Blvd., Suite 470
Los Angeles, Calif. 90064

AWARD AMOUNT: $400,000

LEAA GRANT NUMBER: 71AS060330

SPA NO.: A-330-71

Law in a Free Society is a project initiated by the State Bar of California. It is designed to develop and establish a statewide educational program devoted to the development of support for the legal and political institutions of our state and nation and to provide students with an understanding of the law, the purposes of the law, and the problems with which the law must deal. It provides for the develop-

ment, implementation and evaluation of instructional programs regarding law and our legal and political systems for students in grades K–12, teachers, school administrators, and selected community groups. The project is to be accomplished in three phases over a six year period. Phase I (1 year) has involved the initial planning of the program, Phase II (3 years) the development of the program, and Phase III (2 years) the widespread implementation and dissemination of the program.

LAW IN A FREE SOCIETY

GRANTEE NAME AND ADDRESS: The State Bar of California
601 McAllister Street
San Francisco, CA 94102

AWARD AMOUNT: $242,448

LEAA GRANT NUMBER: 71DF061134

Law In A Free Society is a project of the State Bar of California, conducted with the cooperation of faculty members of the schools of law and other departments of the University of California and University Extension, U.C.L.A. It is presently the largest and most comprehensive attempt to develop and institutionalize an effective educational program, focusing on the need for informed understanding of and support for the legal and political institutions of our nation, and the fundamental values, principles and process upon which our nation depends. The program is designed to reach elementary and secondary students, teachers, supervisors, school administrators and select members of the community.

LAW IN A FREE SOCIETY

GRANTEE NAME AND ADDRESS: State Bar of California
601 McAllister Street
San Francisco, CA 94102

AWARD AMOUNT: $374,000

LEAA GRANT NUMBER: 72AS060608

Law in a Free Society is a project initiated by the State Bar of California. It is designed to develop and establish a statewide educational program devoted to the development of support for the legal and political institutions of our state and nation and to provide students with an understanding of the law, the purposes of the law, and the problems with which the law must deal. It provides for the development, im-

plementation and evaluation of instructional programs regarding law and our legal and political systems for students in grades K–12, teachers, school administrators, and selected community groups. The project is to be accomplished in three phases over a six year period. Phase I (1 year) has involved the initial planning of the program, Phase II (3 years) the development of the program, and Phase III (2 years) the widespread implementation of the program.

LAW IN A FREE SOCIETY

GRANTEE NAME AND ADDRESS: The State Bar of California
601 McAllister Street
San Francisco, CA 94102

AWARD AMOUNT: $200,000

LEAA GRANT NUMBER: 73DF060062

Law in a Free Society is a project of the State Bar of California, conducted with the cooperation of the schools of law and other departments of the University of California and University Extension, U.C.L.A. It is presently the largest and most comprehensive attempt to develop and institutionalize an effective educational program, focusing on the need for informed understanding of and support for the legal and political institutions of our nation, and the fundamental values, principles and process upon which our nation depends. The program is designed to reach elementary and secondary students, teachers, supervisors, school administrators and select members of the community.

MARIN COUNTY POLICE COMMUNITY RELATIONS PROGRAM

GRANTEE NAME AND ADDRESS: County of Marin
Human Rights Commission
Marin County Civic Center
San Rafael, CA 94903

AWARD AMOUNT: $134,190

LEAA GRANT NUMBER: 72AS060627

The basic philosophy of the Marin County program is that it is necessary to work with and develop all aspects of the relationship between the citizens and the police department as a joint effort. With this goal in mind, the present program combines the following three major phases: 1. An ongoing in-service training program for one-third of the total law enforcement personnel in the county; 2. A police cadet program in which ten cadets are employed in departments throughout

the county where they receive training and release police officers for more important duties; and 3. Public Education in the form of public school classes and citizen seminars directed toward improving understanding and communication between the public and police.

TEACH LAW TO REDUCE CRIME

GRANTEE NAME AND ADDRESS: Foundation of Research in Education
873 Santa Cruz Avenue
Menlo Park, CA 94025

AWARD AMOUNT: $24,523

LEAA GRANT NUMBER: 72AS060624

The basic purpose of this project is to reduce the frequency of unlawful behaviors at the preventive level by teaching the background, rationale, and operation of law and law enforcement. The major objective to be accomplished at this time is the compilation, analysis, and evaluation of the effectiveness of curriculum materials that have been developed and used in over 100 classrooms with more than 1700 students. The project has utilized a number of approaches such as structured role playing, focused personal discussions, discussions with guide questions, and discussions only. Instruments have been developed to measure the changes in knowledge of law and law enforcement, attitudes toward law and law enforcement, and the frequency and variety of unlawful behaviors. In addition detailed comparisons must be made to determine the effect of such variables, sex of students, sex of teacher, socio-economic level, academic achievement. Data from all these sources must now be thoroughly assessed to determine the most effective treatment approach.

VIP-SRO VALUES INSTRUCTION PROGRAM-SCHOOL RESOURCE OFFICER PROJECT

GRANTEE NAME AND ADDRESS: Unified School—Palm Springs
333 S. Farrell
Palm Springs, CA 92262

AWARD AMOUNT: $71,201

LEAA GRANT NUMBER: 72AS060584

The Values Instruction Program—School Resource Officer Project is specifically aimed at preventing problems of drug abuse and juvenile delinquency through the coordinated efforts of the city police department, county sheriff's and probation department and the Palm Springs

School District. Young people in eight elementary schools grades 4–6 and two junior high grades 7–9 will be involved with the project. From the data obtained the first year and presently being analyzed for the second year the impact the project has on the students has been positive in reaching the established objectives. The project utilizes both values and a school resource officer program. The project helps the young person build a set of values which become a defense against negative influences relating to drug abuse and other delinquent behavior, the key concept being the recognition by the student that he makes choices and is responsible for them. The school resource officer aspect of the project is integrated into the values program so that the officers can communicate with groups of students regarding drugs or law enforcement.

WATSONVILLE POLICE DEPARTMENT JUVENILE COMMUNITY RELATION PROJECT

GRANTEE NAME AND ADDRESS: Watsonville Police Department
Watsonville, CA 95076

AWARD AMOUNT: $21,057

LEAA GRANT NUMBER: 72AS060713

It is a goal that this extensive juvenile project will result in a reduction in juvenile arrests during the grant period. Efforts will also be made to get the adults in the community involved in the effort of reducing juvenile delinquency and establishing better community relations with the Watsonville police department. Programs to achieve the desired results will include: "Know Your Police" programs at school; credit courses on law enforcement and citizens rights and responsibilities; drug seminars; rap sessions; tours of the police department; accelerated recreational programs for youth in conjunction with the Watsonville Boys' Club. An extensive ongoing evaluation program will be used to evaluate the success of the project.

YOUTH AND THE ADMINISTRATION OF JUSTICE

GRANTEE NAME AND ADDRESS: City of Pasadena
100 N. Garfield Avenue
Pasadena, CA 91101

AWARD AMOUNT: $160,990

AWARD AMOUNT: $160,990

This project will be organized and presented through a special senior high school elective class on the Administration of Justice at John

Muir High School in Pasadena, Roosevelt High School in East Los Angeles and Jordan High School in Long Beach near Compton. The objectives of the project are to provide classroom and field experiences for students in the three special classes which will make it possible for them to develop activities to be presented in other junior and senior high school classes on the Administration of Justice in their communities. All appropriate justice agencies have pledged their support. Unlike curriculum development projects which tend to deal with law from a conceptual point of view through written materials, this project will stress how the justice system works in practice. It will explore the interrelationship between all agencies in the system from an operational standpoint. The use of law students as advisors in each experimental class and of high school students as teachers will multiply the number of students who will be reached by the project. Each senior high class will have law students who will work with teaching teams of three.

YOUTH COMMUNITY RESOURCE PROGRAM

GRANTEE NAME AND ADDRESS: City of Pleasant Hill
Police Dept.
Pleasant Hill, CA 94523

AWARD AMOUNT: $54,000

LEAA GRANT NUMBER: 72AS060695

We propose to develop a model program for 1000 services with the emphasis as follows: 1. Act as a Referral agency to absorb the juvenile problems of the community and divert young people out of the formal criminal justice system, 2. to refer drug offenders or potential drug offenders for counseling guidance and when necessary treatment of drug abuse problems, 3. develop school liaison programs, police on campus, speakers bureau, rap sessions, counseling, police youth discussions, law enforcement classes, etc., 4. use the department personnel as intake officers with referral to the discovery house center for guidance and treatment, 5. develop an informal sentence structure with the department assigning minor offenders to officers for guidance.

YOUTH DEVELOPMENT PROGRAM

GRANTEE NAME AND ADDRESS: City of Visalia
Police Department
Visalia City Hall
Visalia, CA 93277

AWARD AMOUNT: $32,104

LEAA GRANT NUMBER: 72AS061453

The Visalia Police Department began a youth development program in 1967 in a local junior high school. Because of its success, it was expanded to a second school and was evaluated by the California Youth Authority and the program was awarded an "Outstanding Service to Youth" award in March of 1971. This project proposes the placement of two officers in the three local senior high schools to conduct programs for the purpose of maintaining communications and non-punitive dialogue with young people. Officers will give formal classroom presentations covering the aspects of the criminal justice system and engage in informal contacts on the campus; provide counseling for students who volunteer or seek assistance, and counsel students from project schools who are arrested for offenses—thus diverting them from the criminal justice system rather than imposing the traditional methods of incarceration and filing a petition. This project proposes the placing of police officers in a non-punitive, helpful atmosphere, in an attempt to increase student knowledge of the laws pertaining to them as well as to decrease the incidence of delinquency.

DISTRICT OF COLUMBIA

HIGH SCHOOL BOOK ON THE U. S. SUPREME COURT

GRANTEE NAME AND ADDRESS: Foundation of the Federal
Bar Association
1815 H Street, N.W.
Washington, DC 20006

AWARD AMOUNT: $80,819

LEAA GRANT NUMBER: 74TA110017

The Foundation of the Federal Bar Association has been awarded a grant of $80,819 (a technical assistance grant) to fund the publication of the second edition of "Equal Justice Under Law," a Foundation publication describing the history and work of the United States Supreme Court, and the publication of 10,000 copies of the first edition of the

book, for distribution to U. S. high school students without charge. The first edition of the book was funded by a reimbursable grant from the National Geographical Society. The Society also contributed its editorial and photographic skills to the publication of "Equal Justice Under Law" and will maintain a significant degree of control over the quality of the second edition. The grant will permit the Foundation to meet the request of U. S. schools for copies of "Equal Justice Under Law" at a very low unit cost. The project objective is to increase the knowledge of high school students of the American legal system, particularly their knowledge and appreciation of the role of the Supreme Court.

HIGH SCHOOL LAW PROGRAMS

GRANTEE NAME AND ADDRESS: Foundation of the Federal Bar Association
1815 H Street, N. W.
Washington, DC 20006
Attn: Earl W. Kintner, President

AWARD AMOUNT: $55,425

LEAA GRANT NUMBER: 73TA360005

The High School Law Program is designed to serve as a model for bringing practicing lawyer-volunteers into high school classrooms to discuss with students their legal rights and responsibilities. During the project's 12 month duration, the staff will recruit lawyers in eight pilot cities to introduce legal concepts directly to high school students as part of a formal curriculum in conjunction with the teaching community. The cities chosen are as follows: Phoenix, Arizona; Columbus, Indiana; Grand Rapids, Michigan; Jackson, Mississippi; Omaha, Nebraska; Brooklyn, New York; Philadelphia, Pennsylvania; and Charleston, West Virginia. Two handbooks will be developed for use in the project: one will provide source materials for the lawyer-participants and the other will provide students with a simplified outline of the legal questions discussed in class. As a part of the project's evaluation component, the staff will assist LEAA in cataloguing and describing youth oriented legal education programs supported by LEAA funds.

IDAHO

PREVENTIVE JUVENILE EDUCATION PROGRAM

GRANTEE NAME AND ADDRESS: Bannock County
P. O. Box 4847
Pocatello, ID 83201

AWARD AMOUNT: $2,500

LEAA GRANT NUMBER: 73AS160116

The main objective of the current project is to attempt to reach children of all ages through the school systems to teach them positive respect for the law and its enforcement agencies as well as to point out to them respect for the detrimental effects of any youngster's having contact with the juvenile court, on his future employment, etc. A weekly series of panel educative programs is to be conducted under the direction of the Juvenile Magistrate, with the Director of Court Systems, probation officers, businessmen and law enforcement officers from each area visited.

PROVISION OF SCHOOL RESOURCE OFFICER

GRANTEE NAME AND ADDRESS: City of Meridian
721 Meridian Street
Meridian, ID 83642

AWARD AMOUNT: $2,000

LEAA GRANT NUMBER: 74AS160034

An officer will be working in conjunction with high school officials and will be located at the high school. He will have an office to which students may come for advice or counsel regarding law enforcement related problems of a general or personal nature. Additionally, the officer will be involved in classes on a presentation/teaching basis on subjects relating to law enforcement matters. Incidents on the school grounds will also be handled by the officer—thefts, drinking, disruptive activity, vandalism, etc.

PROVISION OF SCHOOL RESOURCE OFFICER

GRANTEE NAME AND ADDRESS: City of Mountain Home
160 S. Third East
Mountain Home, ID 83647

AWARD AMOUNT: $2,000

LEAA GRANT NUMBER: 74AS160044

The officer will be working in conjunction with junior and senior high school officials and will be located for duty purposes at the school. The officer will be involved in classes on a presentation/teaching basis on subjects relating to law enforcement matters. Incidents on the school grounds will also be handled by the officer, such as thefts, drinking, disruptive activity, vandalism, etc.

ILLINOIS

AURORA POLICE COMMUNITY RELATIONS EXPANSION

GRANTEE NAME AND ADDRESS: City of Aurora
350 North River St.
Aurora, IL 60506

AWARD AMOUNT: $46,691

LEAA GRANT NUMBER: 73AS173315

The Aurora Police Department established a Community Relations Bureau in 1972. Implementation of some of the basic programs enumerated in the original grant now makes it evident that we must expand our manpower in this Bureau if we are to meet our goals. We have implemented the "Officer Vic" program which involves three visits to each grade level, kindergarten through third. There is also need for police-youth programs at the junior and senior high school levels. These programs will consist of informal "rap" sessions covering a wide variety of subject matter, and allowing for student participation in role-playing situations. There exists the need for properly organized neighborhood advisory groups to supply valuable feedback on which to predicate future community needs, and would allow for more citizen participation in determining those needs. This is especially desirable in minority communities, where there is a long standing feeling of having no voice in local affairs. In view of the proposed areas of activity, a realistic staffing would include two more sworn officers, and a Spanish-speaking civilian, to work with youth and minority groups.

LAW IN AMERICAN SOCIETY FOUNDATION ILLINOIS PROJECT

GRANTEE NAME AND ADDRESS: Law in American Society Foundation
33 N. LaSalle St.
Chicago, IL 60602

AWARD AMOUNT: $229,700
LEAA GRANT NUMBER: 72AS170363

Project summary: The LIASF is a non-profit teacher training and law focused curriculum development organization. Created in 1966 as a federally funded project sponsored by the Chicago Bar Association and the Chicago Board of Education, the Foundation was established in 1968 as a special project of the Chicago Bar Association. This application seeks funds to extend the program and services of the LIASF to the entire state of Illinois through a three phase, 2½ year, program; funds requested are for the first year of the project. Three school districts in Cook County (excluding Chicago which is already involved in the program) and one pilot region outside Cook County will participate in the first year's program of teacher training (summer institute and in-service), further curriculum development, and using LIASF curriculum materials in elementary and secondary classrooms. An administrative structure will be created to coordinate the statewide program and facilitate the adoption of the program into the ongoing operation of each school district involved. The director of LIASF and the coordinator of the National Program of the Foundation will each devote 50 percent of his time to the Illinois project. Two boards of directors will be formed: one for Cook County and one for the pilot region. Each board of directors will choose a director of the program.

LAW IN AMERICAN SOCIETY PRESERVICE EDUCATION PROJECT AT NORTHWESTERN UNIVERSITY

GRANTEE NAME AND ADDRESS: Law in American Society Foundation
29 South LaSalle Street
Chicago, IL 60603

AWARD AMOUNT: $55,775

LEAA GRANT NUMBER: 70AS170066

The Law in American Society Pre-Service Education Project at Northwestern University will develop an educational program designed to combat the problem of increasing alienation among today's youth to-

ward the need for, and the role of, law in American society. The thrust of this program is preventive rather than remedial. It promotes education as a means of deterring crime and delinquency. Research has shown that the alienation of today's youth can be minimized by providing them with a meaningful, effective education which focuses upon our American legal heritage, the role of law in American society and the necessity for law enforcement in the maintenance of our democratic way of life. Building upon the demonstrably effective curriculum programs, teacher training models, research and field work of law in American society, this pre-service education program at Northwestern will consist of a series of courses for prospective teachers and educational leaders developed by interdisciplinary faculty teams drawn from the law school, the school of education, and the social science faculties, in cooperation with local and federal law enforcement personnel and community representatives. This project will provide a vehicle whereby programs designed to develop an appreciation for the role of law in America can be regularized.

LEADERSHIP TRAINING THROUGH LAW IN AMERICAN SOCIETY

GRANTEE NAME AND ADDRESS: Board of Education
City of Chicago
228 North LaSalle Street
Chicago, IL 60601

AWARD AMOUNT: $232,886

LEAA GRANT NUMBER: 70DF170274

The Chicago Board of Education in conjunction with Law in American Society Foundation will institute a pilot program designed to help meet special educational needs identified in the reports of the President's Commission on Law Enforcement and the Chicago Riot Study Commission. The project, designed to develop law as a meaningful integer of the curriculum at all school levels, will include an institute to retrain 30 teachers, 11 of whom will operate in an experimental school district, using LAS materials as a core social studies curriculum. A leadership team, one coordinator and one consultant, will develop a program at the city-wide level retraining teachers, disseminating resource materials, coordinating the program in school and community, assisting and training community members in use of the materials, and assisting in evaluating the project. A translation of the materials into Spanish will be undertaken as well as production of video tapes to be made available to public and non-public schools, civic

and community organizations. The project will be appraised and evaluated by a city-wide advisory council with the assistance of local advisory councils.

THE NATIONAL LIASF CENTER FOR LAW-FOCUSED EDUCATION

GRANTEE NAME AND ADDRESS: Law in American Society Foundation
33 North LaSalle Street
Chicago, IL 60602

AWARD AMOUNT: $308,615

LEAA GRANT NUMBER: 71DF171131

This grant will continue the LEAA (Region V FY72 Discretionary Award) supported efforts of the National Center for Law-Focused Education, an arm of the Law In American Society Foundation. Its broad purpose is to respond to young people's growing disillusionment with and alienation from the American system of justice. Its method is to promote the incorporation of law-related materials in elementary and secondary school curricula. The Center's approach to this task is comprehensive. It includes three strategies, each of which is essential to systematic improvement in the attitudes of school children. (1) Provide an organizational structure. (2) Provide teacher training. (3) Develop curricula. This award of $308,615 is made under the National Scope Programs Section of the LEAA FY72 Guide for Discretionary Grant Programs and P.L. 90-351, as amended.

NATIONAL CENTER FOR LAW-FOCUSED EDUCATION, PHASE III

GRANTEE NAME AND ADDRESS: Law in American Society Foundation
33 N. LaSalle Street
Chicago, IL 60602

AWARD AMOUNT: $271,100

LEAA GRANT NUMBER: 73ED170008

The Law in American Society Foundation, (LIASF), will undertake the third phase of a three and one-half year project designed and intended to initiate, disseminate and evaluate new law-focused education programs throughout the United States. The project's major goals are: (1) to develop, through training programs, the leadership potential of corrections personnel in the concept of law-focused education, and (2) the development of curriculum designed to increase the understanding

of our legal system and to create an awareness of rights and responsibilities under the law, for offenders in correctional environments. The major thrust of this phase of the project will be to train corrections personnel by offering substantive knowledge about the law and instruction in the educational techniques by which that knowledge can be made meaningful to offenders in adult corrections institutions and juvenile facilities in Arizona, Illinois, and Massachusetts. This training program is scheduled for the summer of 1974 and 1975, at the Summer Training Institute. Additional project activities will include assistance to and coordination of existing law-focused education projects in elementary and secondary schools throughout the United States, annual and regional conferences, and a planning symposium for institute faculty.

NATIONWIDE SURVEY & REPORT ON LAW-RELATED CITIZENSHIP EDUCATION PROGRAMS

GRANTEE NAME AND ADDRESS: American Bar Association
Fund for Public Education
1155 East 60th St.
Chicago, IL 60637

AWARD AMOUNT: $70,612

LEAA GRANT NUMBER: 73DF170015

The objective of this project is to conduct a survey of the 175 law-related education programs being conducted throughout the nation. The survey will consist of an appraisal of program structure, including such elements as the extent of contact with the community, presence or absence of university support, working relationship with police departments, local bar association support, etc. The evaluation will be designed to ferret out elements that are required, and many of the programs have been in existence long enough now to permit such judgments. The resulting structural criteria can then be used by state planning agencies, as well as private funding agencies, to intelligently decide the type of programs that should be funded. Such decisions are of critical long-range importance since effective law-related citizenship education can have a positive effect on the values and behavior of young people and thereby reduce the incidence of delinquency.

INDIANA

DAVIESS COUNTY CRIME PREVENTION SCHOOL PROGRAM

GRANTEE NAME AND ADDRESS: 312 E. Fearl Street
Washington, IN 47501

AWARD AMOUNT: $3,565

LEAA GRANT NUMBER: 72AS181303

The Daviess County Court, through the probation officer, Hugh Schnarr, and Daviess County Circuit Court Judge James R. Arthur, in cooperation with the Washington Community-Schools, Inc., North Daviess Community Schools, Inc., Barr-Reeve Township School and the Washington Parochial Schools, wish to inaugurate an educational program in the county through the schools, lodges, clubs and other organizations to prevent crime and delinquency. Basic objectives: 1) To bring about a better understanding and communication between teachers, students, law enforcement authorities and the court. 2) To provide students, teachers, and parents with the opportunity to become more knowledgeable of laws and law enforcement. 3) To attempt to teach justice, respect for our laws and the need for individual obedience of these laws. 4) To make available sound-projected films of an educational manner toward reducing delinquency, also, pamphlets and question and answer sessions. Responsibility of the officer going into the schools: 1) This plan is for education, by showing of sound projected educational films. 2) Question and answer sessions in reference to laws. 3) Passing out of educational pamphlets to reduce crimes. 4) School or student requested counseling. 5) Spending average of one and a half hours per week in each school (additional time if counseling is out of school). 6) Films, pamphlets and topics in question and answer sessions.

HIGH SCHOOL FILM PROJECT-PUBLIC EDUCATION

GRANTEE NAME AND ADDRESS: Indiana Criminal Justice
Planning Agency
Indianapolis Law School
735 West New York Street
Indianapolis, IN 46202

AWARD AMOUNT: $45,000

LEAA GRANT NUMBER: 71AS189073

Production of a sound color film with teachers guide and student materials on the subject of Indiana criminal law and procedures for free use of Indiana schools in coursework.

POLICE-YOUTH INVOLVEMENT PROGRAM

GRANTEE NAME AND ADDRESS: City of South Bend
404 So. Walnut
South Bend, IN 46619

AWARD AMOUNT: $15,000

LEAA GRANT NUMBER: 72AS180148

The South Bend Police-Youth Involvement Program will help youths who lack knowledge of their guaranteed civil rights and of the operations of the criminal justice system. Recent studies by social scientists and observations of local law officers and attorneys document that youths from disadvantaged backgrounds perceive authority figures as personal threats and have little sense of legal or political efficacy. Consequently, these youths feel estranged from organized society and view its activities cynically. Today the situation becomes increasingly dangerous when it is likely these youths will receive majority rights and obligations at age 18. Presently, no course in the school curriculum is geared to these problems. The central premise of the program is that a change in the attitudes of participating youths can be achieved through structured interaction between police officers, instructors, and youths. The program will be based on a curriculum containing legal education, consumer education, and career education components. Local policemen will insure that instructional materials are closely tied to realistic situations. Law students will assist as instructors and group leaders. This program will make the involved youths feel more at home in their community. The experience [illegible] of not only the participants but also their family members.

PUBLIC [illegible]

GRANT [illegible]

surrounding counties. We will continue the educational grant to each teacher in the amount of $350. As a part of this projected seminar we hope to develop a course that can be taught in the junior high school and high school curriculums of our public system. This will be designed for the subject matter of U. S. government, history, civics, economics and others. Its primary thrust is to demonstrate the protection of the individual rights of each and every person as it applies to their day-to-day living in our society. We will develop along with the course a text book and will present both the course and book through a pilot project in one of our school systems, with the approval of the state superintendent of public education. The ultimate goal of the project is student training in the basic American legal structure which affects the individual as a student and later as an adult. The student and later the adult will hopefully have an increased respect for the American legal system, a greater knowledge of law and the courts, and will recognize how law and the courts may be used as instruments of social change.

PUBLIC EDUCATION

GRANTEE NAME AND ADDRESS: Metro School District of Wash Township
1605 E. 86th St.
Indianapolis, IN 46240

AWARD AMOUNT: $70,300

LEAA GRANT NUMBER: 73AS180149

This seminar will consist of two sessions with 100 teachers, from Marion County and the seven surrounding counties, enrolled in each session. Each teacher will receive an educational grant.

IOWA

SPECIAL LAW ENFORCEMENT PROBLEMS

GRANTEE NAME AND ADDRESS: Southwest Iowa Area Crime Commission
Carroll, IA 51401

AWARD AMOUNT: $3,619

LEAA GRANT NUMBER: 72AS190370

This application proposes to establish a police-school liaison program in the city of Carroll. The application requests funding for training the officer, providing equipment and educational programs. The of-

ficer will devote approximately 20 percent of his time to direct involvement with the schools with the intent of reducing delinquency by providing increased communications, education, and providing a detrimental influence.

KANSAS

PILOT LEGAL EDUCATION FOR SCHOOL STUDENTS & RESIDENTS

GRANTEE NAME AND ADDRESS: Model Cities Dept. of Kansas City
c/o National Bar Foundation
1314 North 5th Street
Kansas City, KS 66101

AWARD AMOUNT: $34,977

LEAA GRANT NUMBER: 71AS201158

The objective of this program is to develop and augment better understanding in the relationship between law enforcement and citizens and promote active student participation and law awareness in the public school and in the Model Cities neighborhood. It also intends to inform young people and other neighborhood residents that laws are for their benefit and protection, and it is to the advantage of each of us to understand and respect good law and seek to change, through orderly process, laws that should be changed.

SECOND YEAR PILOT LEGAL EDUCATION

GRANTEE NAME AND ADDRESS: Model Cities Dept.
City Hall
Kansas City, KS 66101

AWARD AMOUNT: $27,014

LEAA GRANT NUMBER: 71AS201455

What it is hoped the project will demonstrate or achieve, and target groups or organizations benefited: the objective of active student participation and law awareness in the public school and in the Model Cities neighborhood. It also intends to inform young people and other neighborhood residents that laws are for their benefit and protection, and it is to the advantage of each of us to understand and respect good law and seek to change, through orderly process, laws that should be changed. It is also the objective of this program to inform and educate

approximately 5,000 new voters between the ages of 18 and 20, and refresh the recollection of the senior model neighborhood citizens through voter education courses conducted to develop intelligence as to voting rights and responsibilities. We are hopeful that at the beginning of the school year (September, 1972) the materials, methods, lesson plans and techniques may be used by the Kansas City, Kansas Board of Education in implementing all or a part of this program through the social studies departments. We are also hopeful that other bar groups throughout the state might make use of these materials and methods in launching similar programs in cooperation with Boards of Education.

YOUTH AND THE LAW FOR ELEMENTARY SCHOOL STUDENTS

GRANTEE NAME AND ADDRESS: Shawnee County Commissioners
County Courthouse
Topeka, KS 66603

AWARD AMOUNT: $15,750

LEAA GRANT NUMBER: 72AS201744

Two sound, color motion pictures plus a teacher's manual and student booklet would be produced and used in Kansas elementary schools to help students understand the need for laws and law enforcement. Content of the material would be determined in cooperation with an advisory group which would be composed of appointees by the Kansas Bar Association, law enforcement and school officials.

LOUISIANA

PUBLIC INFORMATION AND DRUG EDUCATION PROGRAM

GRANTEE NAME AND ADDRESS: Grant Parish Sheriff's Department
Grant Parish Courthouse
Colfax, LA 71417

AWARD AMOUNT: $8,513

LEAA GRANT NUMBER: 74AS220012

This request is a proposal on behalf of the Grant Parish Sheriff's Department to continue (second year) development and implementation of a full-time crime prevention program within the jurisdiction. Future emphasis will be placed on the development and implementation of a comprehensive crime prevention program within the Parish schools through individualized counseling to students and conducting lectures concerning criminal justice activities with the jurisdictions schools.

MAINE

YOUTH BUREAU ASSISTANT

GRANTEE NAME AND ADDRESS: City of Lewiston
City Building
Lewiston, ME 04240

AWARD AMOUNT: $1,264

LEAA GRANT NUMBER: 72AS232204

Assist juvenile officer in developing a high school law enforcement curriculum.

MARYLAND

POLICE COMMUNITY RELATIONS PROJECT

GRANTEE NAME AND ADDRESS: Montgomery County
Rockville, MD 20850

AWARD AMOUNT: $77,000

LEAA GRANT NUMBER: 72AS240047

On June 30, 1972 the Montgomery County Police Human Relations Unit ends its second year of operation. At present, the Unit is staffed by four officers and a secretary. The Unit would continue to carry out its basic program objectives which include regular meetings with civic, religious and community leaders and organizations, participation in junior and senior high school seminars, development and dissemination of public information through the implementation of video tape programs developed as a joint effort of the police department and board of education. These tapes would be used in the Montgomery County public schools. In addition, a number of brochures focusing on selected crime problems and methods of prevention are being readied for distribution in the schools. The unit also plans to begin a "hot-line" information system during FY73 to facilitate the timely release of police information to the news media.

MASSACHUSETTS

NEW ENGLAND LAW EDUCATION PROJECT

GRANTEE NAME AND ADDRESS: Lincoln Filene Center
Tufts University
Medford, MA 02155

AWARD AMOUNT: $39,141

LEAA GRANT NUMBER: 73DF250029

The goal of the New England Law Education Project (The Project) is to contribute toward the reduction of adolescent criminal behavior through appropriate educational programs in schools. It is to be implemented via a training program for New England teachers dealing largely with governmental process, torts, larceny, and enforcement and judicial procedure. The project will consist of six two-day seminars for approximately 25 teachers (grades 6–10) from each of the six New England states, and proposes five segments toward realization of the goals: 1) Planning and project preparation; 2) Training of 150 participant teachers; 3) Participant implementation; 4) Multiplier effect; and 5) Feedback and evaluation. This proposal seeks support from the Law Enforcement Assistance Administration for the planning, implementation, and evaluation of the project.

MICHIGAN

POLICE SCHOOL LIAISON

GRANTEE NAME AND ADDRESS: Genesee County
1101 Beach St.
Flint, MI 48502

AWARD AMOUNT: $70,207

LEAA GRANT NUMBER: 73AS260223

With the implementation of this project, the county will not only have a well structured school liaison program, composed of four officers, but also a unique opportunity to evaluate its effect on three school districts. The officers will act as resource persons within the schools. In the lower grades emphasis will be placed upon safety programs using films, posters and other types of visual aids. Subjects covered will be traffic safety, bicycle safety, water safety, gun safety, and instruction concerning child molesters. In the intermediate grades the officers will develop programs concerned with various functions of the law enforce-

ment community, as well as the laws which are most frequently violated by this age group. Senior high students would receive presentations on drug and alcohol abuse, motor vehicle laws, criminal laws and their rights as citizens. Each liaison officer, when not involved in class presentations or investigative duties will maintain office hours during which time he will serve as a counselor and referral agent.

YOUTH LEGAL EDUCATION

GRANTEE NAME AND ADDRESS: Oakland County Sheriffs Office
1200 N. Telegraph Rd.
Pontiac, MI 48053

AWARD AMOUNT: $25,000

LEAA GRANT NUMBER: 72AS262036

This project was started by the Oakland County Legal Aid Society. The project operated in 15 Oakland county elementary schools and taught students about the criminal justice system, their rights, and exposed them to various representatives of the criminal justice system. The evaluation showed that students retained the information and demonstrated some changes in attitude toward the system. The project established good rapport with the sheriff's department and police departments. The sheriff will take the responsibility for the project during the second year and will subcontract with the Oakland County Intermediate School District for its implementation. Following this year of funding the school district will assume responsibility for continuing the project. The second year will not only continue to present materials to the students but will also institute training for the teachers.

MINNESOTA

CHILDREN AND THE LAW

GRANTEE NAME AND ADDRESS: Office of the Attorney General
State Capitol
St. Paul, MN 55101

AWARD AMOUNT: $17,729

LEAA GRANT NUMBER: 72AS270041

Children and the Law will be a state-wide program expected to involve during the first year of the expanded effort 300 to 450 fifth-grade

classrooms and 13,000 to 18,000 pupils. Members of the 20 district bar associations will contribute personal time and service coordinating the programs in their communities and serving as panel members in individual classrooms. Funds will be used to purchase publications and pay for consultant services.

CHILDREN AND THE LAW

GRANTEE NAME AND ADDRESS: Attorney General
102 State Capitol
St. Paul, MN 55101

AWARD AMOUNT: $15,378

LEAA GRANT NUMBER: 73AS270035

The 1973–1974 project year will emphasize geographical expansion and improving and expanding the resource materials. The project will undertake initial efforts in the area of parental involvement with family participation, and direct contact with P.T.A. groups to promote interest in and understanding of the program. Efforts in the area of teacher education in juvenile law through workshop programs will be expanded.

CRIME PREVENTION THROUGH PUBLIC SCHOOL EDUCATION

GRANTEE NAME AND ADDRESS: City of Thief River
Falls
School Dist. #564
Thief River Falls, MN 56701

AWARD AMOUNT: $9,048

LEAA GRANT NUMBER: 73AS270047

In Action Phase Three, instructional materials and procedural methods specifically correlated to the evaluation instruments will be assembled by the faculty project directors and their teams. These revised materials will be restricted in their content and application procedure in order that precisely the same materials will be presented to the students in the instructional programs at approximately 25 regional and state schools. Through this design attitudinal differences peculiar to an area or community will be isolated by the pre-test and changes in attitudes can be validly measured by the post-test, and attributed to the instructional material as the single most significant variable between the control groups.

DELINQUENCY PREVENTION THROUGH JUVENILE LAW ENFORCEMENT PROGRAM

GRANTEE NAME AND ADDRESS: City of Worthington
P. O. Box 111
Worthington, MN 56187

AWARD AMOUNT: $9,283

LEAA GRANT NUMBER: 72AS270129

The City of Worthington proposes that its efforts in controlling and preventing juvenile delinquency can best be met by a police-school liaison officer. A liaison officer operates primarily in the schools to facilitate contact with juveniles. The primary goals and objectives of the liaison officer program will be: prevention, investigation, referrals, community education service, data collection designs. The methods which will be employed to accomplish these goals are: meeting regularly with school counselors, principals, probation officers, and the school nurse to discuss problems of individual juveniles; working with the schools and teachers in implementing an elective class in criminal justice studies; participating in classroom discussion on police, courts, corrections, and prevention; identifying delinquent behavior and taking action to correct it before it becomes a criminal matter; becoming a resource person for the community as well as the schools; making speeches to adult education classes, PTA's and church groups; counseling with juveniles and their parents where minor law violations are involved as an alternative to court.

PINE, ISANTI AND CHISAGO SCHOOL-COMMUNITY COORDINATOR PROGRAM

GRANTEE NAME AND ADDRESS: Chisago Co. Board of Commissioners
Court House
Center City, MN 55012

AWARD AMOUNT: $36,713

LEAA GRANT NUMBER: 72AS270174

This request for funding is for a project to hire three state civil service certified corrections agents, and three part-time stenographers, who will develop: A) A pre-diversionary intake-referral system, B) A volunteers-in-probation program and C) A legal education program in the schools and community. The counties of Pine, Isanti and Chisago will each employ one of the corrections agents to carry out this pro-

gram. The three main objectives of the program are: 1) To screen and refer all offenders on a pre-trial basis to the court or other agencies providing the most appropriate mode of treatment, thereby decreasing court and probation caseloads and assuring adequate rehabilitative services; 2) To recruit and train probation volunteers, thereby utilizing the broad expertise and resources available in the community, and assuring adequate individual attention to probationers and parolees; 3) To establish Children and the Law Programs in county secondary schools and to actively schedule speaking engagements with community organizations to inform the general public of the criminal justice system.

MISSISSIPPI

LAW ENFORCEMENT AWARENESS PROGRAM

GRANTEE NAME AND ADDRESS: LeFlore County School District
P. O. Box 544
Greenwood, MS 38930

AWARD AMOUNT: $20,000

LEAA GRANT NUMBER: 72AS280100

The general purpose of this proposal is to increase student attention upon certain aspects of the American legal heritage and citizenship through a comprehensive curriculum designed program. The core of this curriculum will be directed toward the instruction of the protections and guarantees that reinforce the legitimacy of the American legal system, the serious consequences to the individual of personal involvement in drugs, participation in mass civil disorder, and individual violations of the law either as a juvenile or an adult. Textual materials will be developed for use in the law-focused curricula on the elementary and junior-senior high school levels. Pre-determined figures show that there are approximately 600 pre-delinquent children in LeFlore County, of which very few have any knowledge of the due process of law.

NEBRASKA

LAW ENFORCEMENT EDUCATION OFFICER PROGRAM

GRANTEE NAME AND ADDRESS: City of Lincoln and
County of Lancaster
555 So. Tenth Street
Lincoln, NE 68508

AWARD AMOUNT: $42,368

LEAA GRANT NUMBER: 73AS310114

This grant will support the continuation of the Law Enforcement Education Officer Program. This provides for school safety education sessions conducted by police officers during daily classroom sessions. Budget discrepancy; award amount reflects grant award sheet; budget detail and matching funds based on grant application (BCS).

NEW HAMPSHIRE

LAW—AN ELEMENTARY APPROACH

GRANTEE NAME AND ADDRESS: City of Rochester
Rochester, NH 03867

AWARD AMOUNT: $4,500

LEAA GRANT NUMBER: 72AS330631

The objective of an elementary course in the study of law is based on the thesis that an informed student, informed as to his responsibilities and privileges within the law, will mature with the knowledge that laws are a form of freedom; not freedom from law; but freedom with law—a right that belongs to them through respect and compliance with the law.

THE STUDENT AND THE LAW/AN ACADEMIC-VOCATIONAL COURSE

GRANTEE NAME AND ADDRESS: City of Nashua
229 Main Street
Nashua, NH 03060

AWARD AMOUNT: $8,490

LEAA GRANT NUMBER: 72AS330405

To establish a pilot project designed to offer students the opportunity to participate in an academic accredited vocational program that will

not only provide opportunity for student to pursue a career in law enforcement if so desired, but will also increase awareness of, and respect for, the law.

NEW JERSEY

TRAINING INSTITUTE FOR LAW FOCUSED EDUCATION

GRANTEE NAME AND ADDRESS: Seton Hall University
School of Education
South Orange, NJ 07079

AWARD AMOUNT: $114,500

LEAA GRANT NUMBER: 74DF340013

This project is to establish a law focused education program for New Jersey. Seton Hall University School of Law and School of Education will jointly conduct a four week teacher training institute. Under part one of this project, teachers will be trained in the law through the use of educational specialists, law professors, attorneys, criminal justice personnel and law enforcement personnel. Personnel will be available to assist teachers throughout the school year. Through this institute, secondary level teachers will be trained in all areas of the law. Under part two the training received by the teachers would be used to teach secondary level students in all areas of the law to give them an awareness and better understanding of the law. It is felt that through the active participation of citizens and educators with criminal justice agencies and personnel the students and community at large would benefit greatly.

NEW MEXICO

HIRE NEW POSITION OF SCHOOL PUBLIC SAFETY OFFICER

GRANTEE NAME AND ADDRESS: City of Alamogordo
511 Tenth Street
Alamagordo, NM 88310

AWARD AMOUNT: $5,975

LEAA GRANT NUMBER: 72AS350034

A public safety officer will be assigned to the Alamogordo public schools to implement a program designed to develop student responsibility for the maintenance of law and order. This will provide increased opportunities for students of the community to develop a better

understanding and appreciation of the role and responsibilities of the law enforcement officer in the community. The program will also provide additional opportunities for students to have closer contacts with local law enforcement and may foster a deeper appreciation of the necessity for laws in our de. ocratic society.

NORTH CAROLINA

UNIFOUR PUBLIC EDUCATION COURSE DESIGN

GRANTEE NAME AND ADDRESS: Western Piedmont Council of Governments
P. O. Box 807
Hickory, NC 28601

AWARD AMOUNT: $9,000

LEAA GRANT NUMBER: 72AS370646

The superintendents and other educators agree to participate in a project to design courses through the college level with the purpose of utilizing a potential for reaching future citizens and informing them at an early age of their responsibility to the criminal justice system and that system's responsibility to them. Graduate students will be contracted to help in the curriculum design.

OHIO

COMMUNITY SERVICE BUREAU

GRANTEE NAME AND ADDRESS: City of Cambridge
134 Southgate Parkway
Cambridge, OH 43725

AWARD AMOUNT: $30,000

LEAA GRANT NUMBER: 73AS390521

The Community Service Division of the Cambridge, Ohio Police Department was formed April 18, 1971 with the assistance of a federal grant. Our goals at that time included opening and maintaining channels of communications between neighborhood organizations and the police; serving and acting as liaison between the police and the representatives of the neighborhood; carrying out educational programs designed to acquaint citizens in the neighborhood with the operation, practices and policies of the police department; and acquaint police officers in the precinct with neighborhood problems. During the two years this

division has been in operation we feel we have more than accomplished what we set out to do. A great amount of emphasis has been put on educational programs in our school system dealing with safety, drug education and law enforcement in general. Some of the continuing projects in our schools include various types of safety programs.

NEIGHBORHOOD ACTION COORDINATING PROGRAM

GRANTEE NAME AND ADDRESS: City of Hamilton
Monument and High Streets
Hamilton, OH 45011

AWARD AMOUNT: $79,461

LEAA GRANT NUMBER: 72AS390186

Goals: To strengthen police-community relations and understanding in Hamilton, Ohio. To be accomplished by implementing a police information course in three local high schools—an elective course carrying credits towards graduation, and outreach workers in the community working with youth and adults in an ombudsman capacity.

OHIO SCHOOL LAW INSTITUTES PROGRAM

GRANTEE NAME AND ADDRESS: Ohio Department of Education
65 South Front St.
Columbus, OH 43215

AWARD AMOUNT: $40,000

LEAA GRANT NUMBER: 72AS390273

Through a series of regional institutes, school authorities will be apprised of the current state of law relevant to rights and responsibilities of all participants in the Ohio Public Educational System. The chief objective of the institutes will be to improve school management skills for the purposes of obtaining greater respect for and implementation of law and order within the educational community, and to promote positive human relations with regard to implementation of the law in schools.

OKLAHOMA

SCHOOL RELATED PROGRAMS

GRANTEE NAME AND ADDRESS: City of Tulsa
Tulsa, OK

AWARD AMOUNT: $30,000

LEAA GRANT NUMBER: 72AS400402

No project summary available.

SCHOOL RELATED PROGRAMS

GRANTEE NAME AND ADDRESS: Margaret Hudson Program
Tulsa, OK

AWARD AMOUNT: $35,287

LEAA GRANT NUMBER: 72AS401182

No project summary available.

OREGON

CRIMINAL JUSTICE EDUCATION IN PUBLIC SCHOOLS

GRANTEE NAME AND ADDRESS: Dist 14 Law Enforcement
Planning Agency
Harney County Courthouse
Burns, OR 97720

AWARD AMOUNT: $3,400

LEAA GRANT NUMBER: 73AS415673

District 14's long range goal is to combat crime and delinquency at an early age. It is proposed that the law enforcement agencies and the educational system combine resources to achieve this goal. All school children in secondary grades will be presented a course of instruction on the criminal justice system. The District 14 Law Enforcement Council will contract with Harney County IED for management.

CLASSROOM INSTRUCTION AND LAW ENFORCEMENT

GRANTEE NAME AND ADDRESS: Klamath-Lake County Planning Agency
1130 Shelley
Galmath Falls, OR 97601

AWARD AMOUNT: $9,566

LEAA GRANT NUMBER: 73AS410018

This project is an extension and expansion of the project we have developed with Sgt. Tom Duryee, the Klamath Falls Police Department, and the Ponderosa Junior High School during the last three years involving students in grades 7 and 8. We did run a pilot program at the old 8th grade school four years ago. The junior high project has proved to be one of our most effective programs as judged primarily by the attitudes of the students (as an elective course in a list of 30 others including industrial arts, art, home economics, science, recreational physical education, clubs, etc.) The Law of Youth has been consistently the most popular class for 7th and 8th grades at Ponderosa, and we have generally had to maintain rather large sessions for seminar purposes and keep a waiting list. The contact with the police department has been one of sincere cooperation between the school and the department with Sgt. Duryee directing the program and serving as the liaison officer. It is his wish to expand this program into the elementary schools, and it is our genuine desire to extend the project to include classroom instruction as relates to three areas of concern: 1) drug abuse, 2) delinquency, 3) laws for youth. By doing this, we will move toward the integration and infusion of classroom instruction and law enforcement, and we believe that we can show a reduction in drug abuse and in juvenile delinquency.

CRIMINAL JUSTICE EDUCATION IN PUBLIC SCHOOLS

GRANTEE NAME AND ADDRESS: Mid-Columbia Law Enforcement Agency
1806 Jefferson Street
Dallas, OR 97058

AWARD AMOUNT: $6,000

LEAA GRANT NUMBER: 70AS410046

Goals: 1) Improve juvenile attitude toward the criminal justice system. 2) Develop a sense of social awareness and moral responsibility. 3) Educate juveniles on judicial process and the need for the justice sys-

tem. 4) Educate juveniles on laws and the need for law enforcement. 5) Educate juveniles on law enforcement agencies and their role in society. 6) Educate juveniles on the citizen's role in society and their obligations to the law. 7) Provide a program which can be taught in the schools by the teachers already involved in law enforcement, corrections, our judicial personnel, our prosecutors and experts in related fields. 8) Give students an opportunity to discuss matters of personal interest with the professional law enforcement and corrections personnel. 9) Give students insight into the role of law enforcement and corrections in a free society.

CRIMINAL JUSTICE EDUCATION IN PUBLIC SCHOOLS

GRANTEE NAME AND ADDRESS: Mid Columbia Law Enforcement Planning Agency
Rt. 1, Box 473
Parkdale, OR 97047

AWARD AMOUNT: $5,000

LEAA GRANT NUMBER: 73AS415643

The law enforcement agencies and the educational system within District 9 combine forces to combat crime and delinquency at an early age. To accomplish this goal children in either the grades 5, 7, 8, 9, or 10, depending upon the school they attend, will be presented a course of instruction on the criminal justice system.

CRIMINAL JUSTICE EDUCATION IN PUBLIC SCHOOLS

GRANTEE NAME AND ADDRESS: S. E. Oregon Law Enforcement Planning Agency
District 14 Law Enforcement Planning Agency
Malheur County Courthouse
Vale, OR 97918

AWARD AMOUNT: $6,000

LEAA GRANT NUMBER: 72AS410109

It is proposed that the law enforcement agencies and the educational system within District 14 combine forces to combat crime and delinquency at an early age. To accomplish this goal all school children in grades 7, 8, and 9 within District 14 will be presented a course of instruction on the criminal justice system with the following objectives: 1) Improve juvenile attitude toward the criminal justice system. 2)

00190

Develop a sense of social awareness and moral responsibility. 3) Educate juveniles on judicial process and the need for the justice system. 4) Educate juveniles on laws and the need for law enforcement. 5) Educate juveniles on law enforcement agencies and their roles in society. 6) Educate juveniles on the citizen's role in society and their obligations to the law. 7) Provide a program which can be taught in the schools by the teachers already involved in law enforcement and corrections, our judicial personnel, our prosecutors and experts in related fields. 8) Give students an opportunity to discuss matters of personal interest with the professional law enforcement and corrections personnel. 9) Give students insight into the role of law enforcement and corrections in a free society.

PENNSYLVANIA

THE CRIMINAL JUSTICE PROGRAM AT UDHS

GRANTEE NAME AND ADDRESS: Upper Darby Township-School District
Lansdowne Avenue and School Lane
Upper Darby Township, PA 19084

AWARD AMOUNT: $24,699

LEAA GRANT NUMBER: 72AS420376

A special one-year program for 50–100 fifteen to eighteen year olds at UDHS, involving classroom study, working at and observing the criminal justice agencies, and interacting with criminal justice personnel. Objectives: To change attitudes, acquire information, make career choices, and feel more involved in the area of criminal justice.

DIVISION OF LAW ENFORCEMENT–CRIMINAL JUSTICE EDUCATION

GRANTEE NAME AND ADDRESS: Department of Education
Box 911
Harrisburg, PA 17126

AWARD AMOUNT: $49,041

LEAA GRANT NUMBER: 73AS420601

This project is from the Department of Education to establish the Office of Criminal Justice Education for the Administration of the Law Enforcement Education Program (LEEP) and to develop and strengthen additional criminal justice education programs.

00191

EDUCATION PROGRAMS FOR COMMUNITY CRIME DETERRENCE

GRANTEE NAME AND ADDRESS: Bureau of Gen/Academic
Ed-Dept of Ed.
Commonwealth Blvd.
Harrisburg, PA 17126

AWARD AMOUNT: $3,600

LEAA GRANT NUMBER: 72AS420419

The design calls for a four-fold approach to crime deterrence embodied in the development of mini-program-commercial type audio-visual films and radio announcement tapes, the dissemination of printed materials to teachers in early childhood settings for use in relation to the mini-programs, the preparation of special in-service and/or community programs for teachers and parents, and the establishment of home-community-school liaison for those early childhood activities that can be identified and credited as crime deterrents. The project is predicated upon the proposition that ignorance and the lack of implementation of child development understandings on the part of parents correlates highly with juvenile and adult delinquency.

INTRODUCTION TO LAW ENFORCEMENT

GRANTEE NAME AND ADDRESS: City of Lancaster and
School District
Municipal Building
North Duke Street
Lancaster, PA 17604

AWARD AMOUNT: $2,700

LEAA GRANT NUMBER: 73AS420625

This program, entitled "Introduction to Law Enforcement," is a second year program. The program is an elective course offered to grades 11 and 12 in the city schools. The course will instruct students in local, state and federal laws, including philosophy and history of law enforcement. It will provide a survey of professional career opportunities in law enforcement. Consultant teachers and instructor's staff will be composed of police officers, narcotics officers, a lawyer, judge and district attorney. Off-duty police officers will provide actual cruiser patrol and "on the beat" experience to the students.

00192

"THE LAW AND ME" LEGAL EDUCATION FOR UPPER ELEMENTARY AND MIDDLE SCHOOL

GRANTEE NAME AND ADDRESS: Pennsylvania Department of Education
Box 911
Harrisburg, PA 17126

AWARD AMOUNT: $450

LEAA GRANT NUMBER: 72AS420126

Intention of the project is to utilize materials concerned with law, justice, interdependence of people and social values developed by the Lincoln Filene Center in 10 pilot elementary-middle schools of Pennsylvania. Evaluation of methods of teaching, successful activities and effectiveness of the curriculum in developing cognitive and affective concepts will offer data for curriculum development for future implementation on a statewide basis.

LEGAL EDUCATION AT THE SECONDARY LEVEL

GRANTEE NAME AND ADDRESS. Pennsylvania Department of Education
Box 911
Harrisburg, PA 17126

AWARD AMOUNT: $1,500

LEAA GRANT NUMBER: 72AS420124

The project is designed to provide youth with a working knowledge of the law that is relevant to their lives, to develop positive attitudes toward the legal system, to make reasoned judgements and at the same time encourage and equip teachers to teach law in secondary schools as an accepted part of the curricula. Education of parents and the community will be an important side effect.

"MOCK TRIAL"

GRANTEE NAME AND ADDRESS: Lackawanna County Board of Commissioners
County Administration Building
Scranton, PA 18503

AWARD AMOUNT: $9,950

LEAA GRANT NUMBER: 73AS420187

The Lackawanna County D.A.'s Office believes that by bringing the criminal courtroom to high school students, by involving them in a

mock trial at their schools on a matter relevant to them, such as marijuana prosecution of a high school student, that their frequently cynical or mistrustful views of law, law enforcement agencies or the administration of justice can be broken down in some measure. Practicing attorneys would play the roles of prosecutor, defense counsel and judge while some 19 students would serve as witnesses, court attendants, and jurors. The mock trial would take approximately two hours with an additional hour provided for a question and answer or discussion period. The script would be modified from one provided by the National District Attorneys' Association. This mock trial has been put on two times in the past year at local high schools and has won an enthusiastic response from both students and teachers.

PROJECT JUSTICE

GRANTEE NAME AND ADDRESS: Alternative Schools Project
South Wayne Avenue
Wayne, PA 19087

AWARD AMOUNT: $9,000

LEAA GRANT NUMBER: 72AS420363

The Alternative Schools Project, a metropolitan experimental school program, requests from the Law Enforcement Assistance Administration a grant of $9,000 in order to conduct a planning conference, a summer instructional program, a curriculum development project, and certain dissemination activities, designed to result in curriculum materials and instructional strategies which will give the youth of the state a deeper understanding of the criminal justice system.

VALUE-SHARING CONTINUATION PROJECT FOR ELEMENTARY TEACHERS

GRANTEE NAME AND ADDRESS: Tri-County Council on
Addictive Diseases
31 N. Second Street
Harrisburg, PA 17101

AWARD AMOUNT: $3,666

LEAA GRANT NUMBER: 72AS420127

Education and supportive services and materials are provided to preschool and elementary teachers in three counties regarding the "value-sharing" approach to learning. The development of a social behavior such as the misuse of alcohol and other drugs, is prevented and char-

acter building is emphasized. The larger goal is to produce young people capable of making responsible and rational decisions which take into account other people's, as well as their own, values and ideas. A trained coordinator, part of the tri-ad staff, would carry this out through training, consultation, promotional activities, and long term follow-up evaluation.

TEXAS

"LAW IN A CHANGING SOCIETY"

GRANTEE NAME AND ADDRESS: Dallas Independent School District
3700 Ross Avenue
Dallas, TX 75204

AWARD AMOUNT: $131,600

LEAA GRANT NUMBER: 71AS480679

No project summary available.

SPECIAL PROJECT FOR CRIME AND DRUG EDUCATION

GRANTEE NAME AND ADDRESS: Texas Education Agency
Capitol Station
Austin, TX 78711

AWARD AMOUNT: $106,330

LEAA GRANT NUMBER: 70DF480298

A special project office will be set up at the Texas Education Agency with five staff members to include a director, two program directors, two consultants, and two secretaries to plan, develop and implement a program in crime and drug education. This staff will cooperate directly with 20 consultants, one in each regional education service center to work with the local school district teams of one administrator, one staff member, and one student per district. The plan incorporates a multidisciplinary approach to program development and will stress staff development as a key factor to the effectiveness in implementation. This project specifically deals with the program development to meet the immediate existing emergency, materials for staff development, curricula concept.

YOU AND THE LAW

GRANTEE NAME AND ADDRESS: State Bar of Texas
Austin, TX 78711

AWARD AMOUNT: $7,500

LEAA GRANT NUMBER: 71AS480651

"You and the Law" is the name of a 16 class-hour course in citizenship education taught in every eighth grade American History class in the State of Texas in compliance with House Concurrent Resolution 46, effective 1969. The Texas Education Agency prepared a small booklet setting forth guidelines for teaching the course. However, the teachers seriously lack resource material to help them implement the intent of the course. Therefore, the Junior Bar Association of Dallas Wives' Club has prepared a manual of varied and creative materials in the form of lesson plans giving the teacher a variety of ways to teach the concept of good citizenship and an understanding of the law. The manual is divided into the following sections: government of laws not of men, liberty under the law, citizens rights and responsibilities under law, youth and the law, and a visual aids bibliography. We propose to mail this manual to each eighth grade American History teacher in Texas so that the teacher, through a variety of methods, can impart to the students an understanding of the law and how it works for all people in a democratic society leading to the development of good citizenship attitudes.

WASHINGTON

LAW ENFORCEMENT-COMMUNITY AWARENESS INTERACTION-HIGH SCHOOL STUDENTS

GRANTEE NAME AND ADDRESS: Clark County
Vancouver, WA 68660

AWARD AMOUNT: $560

LEAA GRANT NUMBER: 73AS530029

This project is specifically designated to reach high school students on the senior level. The purpose of this project is to form a bridge between these individuals as a group, and the job law enforcement has in our society. The intent of the project is to reach every student in Clark County prior to his graduation from high school. It was decided that by using the high schools as a base of operations the greatest number of individuals could be reached.

WEST VIRGINIA

COURSE IN CRIMINOLOGY–STUDENTS AT SISTERSVILLE HIGH SCHOOL

GRANTEE NAME AND ADDRESS: Tyler County Board of Education
Middlebourne, WV 26149

AWARD AMOUNT: $3,244

LEAA GRANT NUMBER: 73AS540121

The Sistersville High School, located in Tyler County, proposes to offer a separate course entitled "Criminology." This course will begin September 1, 1973, and will be taught both first and second semesters. The course will be offered to students in grades 10, 11 and 12. One half credit will be allowed for each successfully completed semester of work which will be taught as separate entities.

CRIMINAL JUSTICE CURRICULUM

GRANTEE NAME AND ADDRESS: Kanawha County Board of Education
Charleston, WV

AWARD AMOUNT: $2,657

LEAA GRANT NUMBER: 70AS541306

Course description: The course will be set up as a one unit credit or a year's work. The course will consist of theory, taught in a formal classroom setting of large group instruction, small discussion seminars and laboratory research periods, and practicum. Large group instruction will be presented by the teacher and guest lecture specialists. Seminars will be student oriented where there will be exchange of ideas, questioning of problems presented in large group instruction, and clarification of points not fully understood. Laboratory periods will provide opportunities and materials for research in specific areas under discussion. They will also provide the student with in-depth study and familiarize him with sources of materials and concepts of various authorities. Practicum will be pursued on an individual basis giving the student first hand activity and observation in the area of his specific interest, i. e., with patrolmen, lawyers (either as a future lawyer or legal secretary), fingerprinting, booking desk, corrections, etc. Field trips to observe first hand the functioning of various

00197

branches or affiliates of the law enforcement program, will be provided for all students, supervised by the faculty member and/or members of a law enforcement agency.

CRIMINAL JUSTICE CURRICULUM

GRANTEE NAME AND ADDRESS: Mineral County Board of Education
1 Baker Place
Keyser, WV 26726

AWARD AMOUNT: $6,631

LEAA GRANT NUMBER: 72AS540197

The primary goal of this proposal is to integrate into the county secondary level curricula a criminal justice program. It would increase the awareness of students of the entire law enforcement and criminal justice system with special emphasis on the penal system as a deterrent to crime. The project will incorporate students in grades 8, 9 and 10 in all Mineral County schools.

CRIMINAL JUSTICE CURRICULUM

GRANTEE NAME AND ADDRESS: West Virginia Department of Education
Building 6, B–358
Charleston, WV 25305

AWARD AMOUNT: $14,636

LEAA GRANT NUMBER: 73AS540297

This proposal intends to develop a criminal justice curriculum. The project will be incorporated into the existing secondary social studies program. The purpose is to fill a void in the total curriculum whereby an in-depth study of concepts and understanding concerning criminal justice can be made available to all students. The procedure will include the following: (1) the advisory committee will be composed of teachers currently teaching criminal justice programs; (2) the writing sessions will be conducted by the advisory committee; and (3) consultants will be contracted to provide overall direction with regard to curriculum development. The areas of concern include the police, the courts, and the correction system. Units of instruction will be organized around those topics. The final product will be printed and bound and disseminated to all senior high schools.

CRIMINAL JUSTICE CURRICULUM DEVELOPMENT

GRANTEE NAME AND ADDRESS: Randolph County Board of Education
P. O. Box 791
Elkins, WV 26241

AWARD AMOUNT: $1,034.

LEAA GRANT NUMBER: 72AS540196

The purpose of this application is to secure federal funds for the Randolph County Board of Education to assist in the implementation of a criminology course for the third year at Elkins High School and to expand it into the second year at Tygarts Valley High School. The courses will focus on relevant issues in the criminal justice system and other related problems such as social deterioration, poverty, violence, and prejudicial treatment of racial and ethnic minorities with all studies directed towards the causation and prevention of crime. These courses will reach approximately 150 students with two classes rotating each semester and students being given one-fourth credit for each successfully completed nine weeks class work.

CRIMINAL JUSTICE CURRICULUM DEVELOPMENT

GRANTEE NAME AND ADDRESS: Wood County Board of Education
1210–13th St.
Parkersburg, WV 26101

AWARD AMOUNT: $5,000

LEAA GRANT NUMBER: 70AS541303

The Wood County School System is attempting to develop curricula for its secondary school population in all areas of law enforcement and criminal justice. It is an appalling fact that teenagers commit a major portion of the crimes that now plague America. The number of juvenile arrests for serious crimes increased 78 per cent between 1960–1968. Teenagers between 15 and 18 are the most crime prone group in the county. The recent skyrocketing rise of vandalism by young people in our Parkersburg area reflects the national trend and creates a problem that the combined resources of both state and local agencies must combat. The teenagers of Wood County are the target group of this proposal. This target group, composed of all 7th through 12th grade students in Wood County, numbering 9,100 students, must be made aware of how law enforcement and criminal justice systems operate, their capabilities, their limitations, their needs and problems.

00199

CRIMINAL JUSTICE CURRICULUM DEVELOPMENT–SECONDARY SCHOOLS

GRANTEE NAME AND ADDRESS: Ohio County Board of Education
2203 National Road
Wheeling, WV 26003

AWARD AMOUNT: $5,126

LEAA GRANT NUMBER: 72AS540099

In order to familiarize all students with the criminal justice system, the Ohio County Board of Education, proposes to implement a criminal justice program into the social studies curriculum at the 10th and 12th grade levels. This program will focus on relevant issues in the criminal justice system and other related problems such as social deterioration, poverty, violence, loyalty, prejudicial treatment of racial and ethnic minorities, with all studies directed toward the causation and prevention of crime.

CRIMINAL JUSTICE CURRICULUM DEVELOPMENT

GRANTEE NAME AND ADDRESS: Ohio County Board of Education
2203 National Road
Wheeling, WV 26003

AWARD AMOUNT: $2,654

LEAA GRANT NUMBER: 73AS540067

In order to familiarize all students with the criminal justice system, the Ohio County Board of Education proposes to continue a criminal justice program in the social studies curriculum at the 10th and 12th grade levels. This program will focus on relevant issues in the criminal justice system and other related problems such as social deterioration, poverty, violence, loyalty, and prejudicial treatment of racial and ethnic minorities with all studies directed toward the causation and prevention of crime.

00200

CRIMINAL JUSTICE SYSTEM CURRICULUM DEVELOPMENT

GRANTEE NAME AND ADDRESS: Putnam County Board of Education
Winfield, WV 25213

AWARD AMOUNT: $3,769

LEAA GRANT NUMBER: 70AS541304

The Putnam County Board of Education is attempting to create new and innovative curricula for its secondary schools. It is hoped that this new curricula will familiarize the 3,000 students in these schools with the areas of law enforcement and the criminal justice system. While this county does not have a dangerous juvenile problem, this problem has increased over the past years as has the national juvenile problem. While it is hoped that this project will deter the rising juvenile problem it is also hoped to stimulate interest in this field and to remove the apathetic position taken by most of these students in relation to the criminal justice system. This application is intended to secure funds that will enable the school system here to implement such curricula as mentioned above. This new curricula will be introduced in all seven of the county's secondary schools, thus reaching the 3,000 pupils. The underlying objectives of this project are to provide all students with the basic knowledge of law enforcement and criminal justice so as to provide rational decisions on their part when confronted with a situation that may result in criminal action. The multi-media educational approach will be utilized to develop this project. It is also planned to use local and state law enforcement officials in the classrooms. Field trips will be taken on two occasions from each school.

CURRICULUM DEVELOPMENT FOR THE SECONDARY SCHOOLS

GRANTEE NAME AND ADDRESS: Grant County Board of Education
Petersburg, WV 26847

AWARD AMOUNT: $1,925

LEAA GRANT NUMBER: 72AS540195

The general intent of the program would be to provide useful information on all aspects of criminal justice, but a more basic aim would be that the understanding gained from the course might serve as a deterrent to youth crime. The crime and delinquency program will be started at Petersburg and Union High Schools during the 1973–74 school year. The course will be taught on a semester basis with two

units consisting of nine weeks each. The first nine-week unit will probably consist of a general approach to crime and justice, while the second nine-week unit will be a more specified unit based on juvenile and rural crime.

CURRICULUM DEVELOPMENT FOR SECONDARY SCHOOLS

GRANTEE NAME AND ADDRESS: Hancock County Board of Education
New Cumberland, WV 26047

AWARD AMOUNT: $1,747

LEAA GRANT NUMBER: 72AS540143

The project will attempt to present to each student a thorough grounding in all aspects of crime. It is anticipated that the old adage, "forewarned is forearmed" will hold true in helping students to recognize the immensity of this problem, to realize that it is the effort of each person that will do the most to reduce it. The final achievement will hopefully be a productive rather than a parasitic member of society.

CURRICULUM DEVELOPMENT FOR THE SECONDARY SCHOOLS

GRANTEE NAME AND ADDRESS: Hancock County Board of Education
3061 Main Street
Weirton, WV 26062

AWARD AMOUNT: $2,821

LEAA GRANT NUMBER: 73AS540119

The project will be set up as a single semester offering to students at the senior high school level. A semester's credit in Social Studies will be given to those who complete the course.

CURRICULUM DEVELOPMENT IN CRIMINAL JUSTICE

GRANTEE NAME AND ADDRESS: Jefferson County Schools
Box 728
Charles Town, WV 25414

AWARD AMOUNT: $3,955

LEAA GRANT NUMBER: 70AS541302

The purpose of this application is to secure federal funds to assist the Jefferson County School Department in a "Curriculum Development Project in Criminal Justice" for the three county high schools. This

project will involve approximately 13 teachers and 1,200 students in grades nine through 12 at the beginning of the 1971 school term, and will explore the criminal justice system from two concepts: 1) authority and 2) personal responsibility. In the past four years Jefferson County has had an ever increasing school drop-out rate. A definite correlation between drop-outs and those who are brought before the courts has been established. In addition, Jefferson County is in close proximity to two of the largest crime centers in the United States (Washington, D. C. and Baltimore, Md.). These facts coupled with a recent survey taken by the social studies teachers in the county indicate that the students lack a knowledge and/or understanding of the criminal justice system. This has brought into focus the apparent need for a curriculum in criminal justice. Presently, the Jefferson County School Department is not teaching nor are they connected with any program of studies aimed specifically at criminal justice. This project will involve approximately 13 teachers and roughly 1,200 students in grades nine through 12 and will serve to implement a six week program in criminal justice.

LAWS FOR YOUNG MOUNTAINEERS—AN INNOVATIVE EDUCATIONAL PROGRAM

GRANTEE NAME AND ADDRESS: Governor's Committee-
Crime/Delinquency
1524 Kanawha Blvd., East
Charleston, WV 25311

AWARD AMOUNT: $7,200

LEAA GRANT NUMBER: 73AS5401'3

The Young Lawyers Section of the West Virginia State Bar proposes to implement a statewide program to educate our high school students as to their rights and responsibilities under our legal system. This project would include lawyers making presentations in the classrooms and distribution of a legal handbook to the students. This project calls for the printing of 35,000 booklets entitled "Laws for Young Mountaineers."

WISCONSIN

DEVELOPMENT OF A JUVENILE JUSTICE CURRICULUM

GRANTEE NAME AND ADDRESS: City of Milwaukee
Board of School Directors
City Hall
Milwaukee, WI 53202

AWARD AMOUNT: $47,820

LEAA GRANT NUMBER: 74AS550032

The applicant requests funds to develop and refine a juvenile justice, law-related curriculum—"Justice and You"—to be used as a learning model in ten Milwaukee area high schools. Funds are to be utilized for the following: 1) In-service training for those teachers involved in the curriculum design and instruction; 2) The development of resource materials, instructional materials, and learning aids; and 3) The establishment of a temporary supervisory position to coordinate teacher training, direct the curriculum development, and provide general support to those involved in the project.

INDIVIDUALIZED CURRICULAR APPROACH TO LAW

GRANTEE NAME AND ADDRESS: Platteville Public School System
Platteville, WI 53818

AWARD AMOUNT: $7,344

LEAA GRANT NUMBER: 74AS550065

The Park Falls Youth in Action Project proposes to prevent juvenile delinquency through an extensive, year-round recreational program combined with opportunities to learn about law and law enforcement, value decision-making processes, and teen delinquency. The target population of youth in this project involves basically the 1,575 youth in the Park Falls Joint School District No. 2. This project would provide ample opportunity for youth involvement, and the substantial recreational component would provide the needed "drawing" factor.

REFUNDING JUVENILE EDUCATION PROGRAM

GRANTEE NAME AND ADDRESS: Fox Valley Council on Governments
Beaver Dam, WI 53916

AWARD AMOUNT: $8,290

LEAA GRANT NUMBER: 72AS551047

This project has been ongoing for two years and has developed considerable material and practice expertise in the area of developing a model curriculum for criminal justice education. It is being implemented in the Fox Valley region in a number of different school districts. This program was initially funded to serve just that purpose—provide a model curriculum in this area of instruction.

REFUNDING OF A LEGAL EDUCATION PROGRAM FOR YOUNG CHILDREN

GRANTEE NAME AND ADDRESS: Martin Luther King Community School
Milwaukee, WI

AWARD AMOUNT: $7,183

LEAA GRANT NUMBER: 72AS551130

The Martin Luther King Community School received its first funds 11/18/71 to implement their legal education program. The program services one fifth of the total school population which is 170 children. The primary focus of the program is placed on the students who are 10 years old, from grades five to eight. The curriculum in the crime prevention area includes the following courses: theory of juvenile court, criminal conduct, the Constitution and the juvenile, crime and consumer law. The policy for the school is made by the parents. The courses have been taught by a local attorney and other qualified professionals of the school.

REFUNDING OF PROJECT OUTREACH

GRANTEE NAME AND ADDRESS: Law Projects, Inc.
Milwaukee, WI

AWARD AMOUNT: $4,112

LEAA GRANT NUMBER: 72AS551052

Law Projects is a program which has operated for the past two years under the directorship of a board of Milwaukee attorneys and law en-

forcement persons and has operated Saturday morning school for high school students in which the curriculum is a short course in legal fundamentals.

WYOMING

COMMUNITY EDUCATION

GRANTEE NAME AND ADDRESS: Hot Springs County
School District
Thermopolis, WY 82443

AWARD AMOUNT: $2,412

LEAA GRANT NUMBER: 72AS560039

Funds provided to establish a six-week short course for all students at eighth grade level in the school district called, "You, The Law and Your Community," a public education program. Purpose: to promote understanding and encourage communication between the youth and the law enforcement agencies in the community, and to aid the community youth in identifying their role and responsibilities in the community. Expenditures of funds to cover personnel, travel (which includes several trips to state institutions), supplies and equipment consisting of two video tape recorders and three TV monitors.

00206

APPENDIX 6

DESCRIPTIONS OF SELECTED LAW-RELATED EDUCATION PROJECTS

INTRODUCTION

This Appendix contains descriptions of 14 law-related education projects. They were chosen from the more than 250 projects listed in YEFC's *Directory of Law-Related Educational Activities*. In selecting them, we attempted to include a wide diversity of approaches to funding, developing curricula, training teachers, creating materials, and conducting evaluations. The projects run the gamut of size of operation and length of existence. Some are designed to place students in work-study situations where they can learn by doing, while others emphasize a traditional classroom approach. One project stresses practical legal situations that a student may encounter in the streets of his city, while another chooses to emphasize broad, conceptual principles underlying the system of justice. These descriptions will serve as specific examples of many aspects of project design and educational methodology described in the text. We hope that they will prove of value to those currently involved in projects, who may benefit from knowing the work of projects elsewhere, and to those who contemplate becoming involved in projects, whether as grantors, administrators, teachers or volunteers.

These descriptions are principally based on interviews with project personnel conducted in the late summer of 1974. Some descriptions are also based on funding proposals and other documents prepared by the projects. Project directors had the opportunity to review these descriptions, correct any factual errors, and suggest additional information which might be needed to give a full picture of their project. All availed themselves of the opportunity.

We must stress that these descriptions are not definitive. They are subjective portraits drawn by the projects themselves. However, there is value in understanding how a project perceives its goals and activities, and we believe that these descriptions serve this function.

00207

TABLE OF CONTENTS

Appendix 6

	Page
Introduction	186
Local Projects	187
Center for Law-Related Education (Cincinnati)	188
Law in a Changing Society (LCS) (Dallas)	191
Lincoln-Lancaster County Criminal Justice Education Program (Lincoln, Nebraska)	193
Street Law—D.C. Project on Community Legal Assistance (District of Columbia)	196
Youth and the Administration of Justice (Los Angeles)	199
Statewide Projects	202
Colorado Legal Education Program	202
Illinois Project for Law-Focused Education	206
Institute for Political/Legal Education (IPLE) (New Jersey)	208
Law in a Free Society—Statewide Project (LIFS) (California)	212
Rights and Responsibilities of Citizenship in a Free Society (Missouri)	216
Statewide Law-Related Education (Pennsylvania)	220
National Projects	223
Law, Education And Participation (LEAP) — A National Project of the Constitutional Rights Foundation	223
Law in a Free Society (LIFS)—National Project	227
Law in American Society Foundation (LIASF)	229

LOCAL PROJECTS

The projects discussed here show a wide range of administrative structure: one is based in a private foundation, one in a school system, one in a law school, one in law enforcement agencies, and one in a university. All are interdisciplinary, and all make use of community resource persons, but each has a somewhat different approach to curriculum development, instructional strategies, and other aspects of law-related education.

Center for Law-Related Education

Cincinnati's Center for Law-Related Education is a broadly based local program, with a particularly strong college of education affiliation.

Background and Funding

The project began early in 1972, under the sponsorship of the University of Cincinnati's colleges of law and education, Cincinnati's public and parochial schools, police department, and bar association, as well as the Cincinnati-Hamilton County Criminal Justice Planning Unit. The project received a small seed grant (approximately $12,000) from the Law in American Society Foundation, and teachers from Cincinnati were trained at LIASF's 1972 summer institute (see LIASF description in this Appendix). The fiscal 1975 budget is $83,333. Ninety percent of current funding is provided by the Cincinnati-Hamilton County Criminal Justice Planning Unit, the local LEAA agency. The University of Cincinnati School of Education and the Cincinnati Bar Association each contribute five percent of the project's funding.

The project's offices are located in the College of Education of the University of Cincinnati. Approximately five percent of the annual budget goes toward administrative overhead (e. g., rent, office furniture and equipment, accounting services, utilities).

The project operates in the Cincinnati public and parochial schools, and in about 23 suburban school districts. At first offered only in secondary schools, it has recently initiated programs in elementary schools.

The project is engaged in teacher training, development of materials and teaching units, dissemination of information, and encouragement of the use of resource persons such as attorneys, judges, and police officers in social studies classrooms.

Administration

A Board of Directors—which includes representatives of the Cincinnati Bar Association; Cincinnati Public Schools; Archdiocese of Cincinnati Schools; College of Education and College of Law, University of Cincinnati; and Cincinnati Police Division—makes policy for the project. The project staff consists of a full-time executive director who serves on the faculty of the University of Cincinnati Department of Education and a part-time assistant to the director. Staff oversees programs, coordinates teacher training activities, conducts evaluations, helps prepare curricula, publicizes the program, and provides continuing support for teachers and administrators.

00209

Teacher Training

During the 1973–74 school year, the Center offered eight mini-courses for local teachers and administrators. These courses were five or six sessions in length. Some were held at the University of Cincinnati, others at host schools throughout the community. Course topics included "Law in the Community," "The City and its Police," "Youth and the Law," and "America's System of Corrections." Sixty persons, including professors of the University of Cincinnati College of Law, classroom teachers, local attorneys, police officers, and project staff served as instructors. Participants received free tuition, materials, and graduate credit upon successfully completing the course. For the 1974–75 school year, course length has been increased to include 10 three-hour sessions, an additional course has been added, "Teaching Elementary School Children About the Law," and at least one additional course for elementary school teachers is planned for Spring 1975. The courses are held at one of five host schools in the Greater Cincinnati area.

From the approximately 200 public and parochial school teachers and administrators who participate in these mini-courses in a school year, a group of approximately 40 is selected for a four-week summer institute. Summer institutes include both mini-courses in substantive law, taught by professors of law and practicing attorneys, and education seminars conducted by project staff and classroom teachers. National experts in law-related education also teach in the summer programs.

In 1974, approximately 20 secondary level social studies instructors and 25 elementary school teachers participated. They received instruction in classroom strategies, substantive law, and curriculum planning, and participated in a series of field experiences including a police ride-along, and juvenile and criminal court observations. Participating teachers received a stipend of $300, graduate credit from the College of Education-University of Cincinnati, and free tuition and instructional materials.

In order to be considered for acceptance into the summer institute, the applicant and his school principal have to agree that upon returning to school in the fall, the applicant will have the opportunity to use the knowledge, skills, and materials acquired in the institute in at least two social studies classes. In addition, they have to agree that the teacher will make use of the Center's law and criminal justice resource personnel program, assist in the planning and implementation of law-related education workshop programs for other teachers, and participate in the evaluation of the Center's materials and training programs.

00210

Materials

Participants in mini-courses and the summer institute prepare curriculum materials as part of their studies. Edited and supplemented by the Center's staff, they are included in packets of instructional materials for teachers and students. A number of these have already been prepared and distributed without charge. Each lesson includes a motivating device or springboard and a set of classroom procedures that can be utilized by teachers to develop critical thinking and to promote classroom discussion. Teachers, however, are under no obligation to use all materials, or to follow a prescribed curriculum.

The project publishes and distributes free of charge a quarterly newsletter containing information on recent court decisions, model teaching lessons and Center news. In addition, it makes book lists, film catalogues, and sample curriculum materials available for teachers.

Other Services and Resources

The Center provides continuing consulting services, and assists in the planning and implementation of programs for teachers' in-service days, as well as school assembly programs on law. Full-day in-service programs in law-related education will be offered at Hamilton County schools throughout the 1974–75 school year. In addition, a volunteer resource personnel program has been established for teachers and administrators in the Cincinnati-Hamilton County schools. There are approximately 200 volunteers—including attorneys, police officers and probation officials—who are available to consult with teachers regarding a particular legal question or topic under discussion in the classroom, visit a classroom and discuss specific legal subjects with students, and assist in arranging and conducting field trips to various legal and correctional institutions.

The Future

The project has succeeded in establishing instructional centers for law mini-courses in the schools themselves. There are five such centers in the 1974–75 school year, with plans underway to add others. In addition to expanding its current programs, the project hopes to offer courses in law and the legal process for adults in 1976.

For further information about the Center for Law-Related Education, contact:

David Naylor, Executive Director
635 Pharmacy Building
University of Cincinnati
Cincinnati, Ohio 45221
513–475–3982

00211

Law in a Changing Society (LCS)

Dallas's Law in a Changing Society provides an example of a project whose initial impetus came from a local bar association, the Dallas Bar Association, with the cooperation of a local school system, the Dallas Independent School District. The project is now part of the regular program and budget of the Dallas school system, and as such is one of only a few institutionalized law-related education projects.

Background and Funding

The project began in 1970 when Frank Moore, the president of the Dallas Bar Association, heard Dr. Robert Ratcliffe of the Law in American Society Foundation speak on law-focused education at a mid-winter conference of the American Bar Association. On his return, Mr. Moore established a youth education committee which drafted a proposal for a law studies program in Dallas schools and presented it to the Superintendent of Schools. A Guidance Committee of educators, lawyers, law enforcement officials, community representatives and others was thus established. This Committee drew up a formal proposal, secured a three-year grant of $278,000 from the Texas Criminal Justice Council, and hired a full-time project director. The project director and 16 teachers attended the Law in American Society Foundation summer institute in 1971 (see description of LIASF in this Appendix).

The project's current annual budget is $25,000. It is met entirely by the Dallas school system.

Administration

Members of the Dallas Bar helped implement the project in a number of ways. Five members of the 15-member Guidance Committee are members of the Dallas Bar Association. (Five members are educators appointed by the Superintendent of Schools, and the other five members include a juvenile court judge, the local chief of police, the assistant editor of a local newspaper, the superintendent of federal probation officers in the northern district of Texas, and a past-president of the city council of Parents-Teacher Associations.) In addition to providing guidance, the Committee has helped secure support from the organized bar and other community groups. Lawyers have assisted educators in the development of curriculum materials, served as instructors in teacher-training programs, and visited classrooms to explain various points of law and legal procedure.

LCS staff consists of one educator working full-time and one part-time. Staff implements teacher-training activities, coordinates class-

00212

room visits by lawyers, and assists the development of law courses in Dallas schools. LCS presently offers law-related education in grades 5, 7, 8, 11, and 12.

The project's offices are in an administrative building of the Dallas Independent School District. The District does not charge the project for rent, utilities, office furniture and equipment, and accounting services. As a result, none of the project's budget goes toward administrative overhead.

Teacher Training

Four-week summer seminars were conducted in the summers of 1972 and 1973. Each summer, approximately 80 teachers received instruction geared to their particular grade level from educational specialists and professors of law and political science. The seminars were free to Dallas teachers, who received a stipend of $300, six hours of graduate credit from North Texas State University, and free texts and materials. A summer seminar was not held in 1974 because of insufficient funds.

A second component of the training program is the "partner-teaching plan," a plan devised to extend the benefits of the summer seminar. Each seminar-trained teacher selected another teacher in his school who was instructing students in the same subject area and at the same grade level. During the school year the seminar teacher devoted staff development time (the District provides release time twice a month for staff development) to train his partner-teacher in concepts and methods learned in the summer seminar. In this way, it was hoped that law-related studies might be incorporated into twice as many classrooms with a minimum of extra expense and effort. The project reports that most seminar-trained teachers have trained at least one other teacher. In all, LCS estimates that it has trained 273 teachers, who in turn have taught more than 40,000 students.

Materials

LCS staff has reviewed numerous curriculum materials from commercial and non-commercial sources. While it makes extensive use of the *Trailmarks of Liberty* and *Justice in America* series, it incorporates many other materials into its courses. LCS has also developed a text entitled *Law in the Lone Star State* which is used by seventh graders in the Dallas schools.

The Future

As noted earlier, a summer seminar was not held in 1974 because of insufficient funds. The project still plans, however, to train additional

00213

teachers through the staff development time provided by the Dallas Independent School District, and encourages previously trained teachers to continue the partner-teacher plan, though it can offer them no financial incentive to do so. This hiatus in the project's ambitious teacher-training efforts is a reminder that institutionalization is not in and of itself a panacea. Though the Dallas Independent School District employs the project's staff and provides monies for texts and audio-visual aids, the project's current budget does not provide for the intensive teacher-training which may be needed to assure continued growth of law studies in the Dallas schools.

The project has applied for grants to expand its program statewide. At the time of this writing, the outcome of these grant requests is unknown.

For further information about the Law in a Changing Society project contact:

B. R. Sullivan, Director
3700 Ross Avenue
Dallas, Texas 75204
214–824–1620

Lincoln-Lancaster County Criminal Justice Education Program

This Nebraska project originated in several law enforcement agencies, and has now widened its base of funding and support to include local school systems. It combines classroom participation by law enforcement officers with a teacher-training program.

Background and Funding

The project began in June 1971 as a result of a survey of schools conducted by the local LEAA Crime Commission in the Spring of 1970. The survey revealed that 70 percent of students and 89 percent of educators expressed a desire for criminal justice information. Initially, two Lincoln police officers and one Lancaster County deputy sheriff were designated School Resource Officers and were assigned to a few schools on a pilot basis. In January 1973 four Lincoln Police Department officers and one Lancaster County deputy sheriff were added to the staff. A total of 81 schools in Lancaster County are involved in the program during the 1974–75 school year. These include rural and parochial schools as well as the Lincoln Public Schools.

Funding has come from four sources: the Nebraska Commission on Law Enforcement and Criminal Justice, City of Lincoln, Lancaster County, and Lincoln Public Schools. The budget for fiscal 1974 was $135,000;

00214

the fiscal 1975 budget is $150,000. In fiscal 1975, the City of Lincoln Police Department contributed $85,000; Lancaster County Sheriff's Department, $32,500; the Lincoln Public Schools, $32,500.

Administration

Nine people work full-time on the project: eight School Resource Officers and the Lancaster County Law Enforcement Educator Officer, who is a civilian member of the Lincoln Police Department with a background in education. He is responsible for coordinating the project and works closely with principals and supervisors in cooperating school systems to devise programs offered by School Resource Officers. The project also has the cooperation of 18 local, state, and federal criminal justice agencies. Some of these agencies provide classroom speakers, and some open their facilities to students on field trips. The local LEAA Crime Commission establishes general policy for the project.

The project's offices are located in the Police Department and Sheriff's Department and are provided free of charge. No part of its budget goes towards administrative overhead.

The officers are selected by a committee consisting of Crime Commission members, representatives of the participating school systems, and representatives of the police and sheriff's departments. All officers have had some criminal justice courses; several have teaching certificates. They go through a basic one-week training program, taught principally by the project director, with the participation of some educators.

Teacher Training

School Resource Officers also participate in the project's summer Criminal Justice Institute. The Institute is held in a Lincoln public school and provides approximately 40 teachers with the opportunity to hear experts from all areas of the criminal justice system in Lincoln and Lancaster County. Courtroom visits, a ride-along in police cars, and field trips to prisons are offered during the Institute. The final day of the Institute is devoted to determining how the information gained can be incorporated into programs for the following school year. Teachers volunteer for the Summer Institute and receive professional growth points for attending. School districts pay for their meals, and pay for their mileage if they live outside of Lincoln.

The project reports that, as a result of its Criminal Justice Institutes, at least 21 schools offered a criminal justice unit in the 1973–74 school year, ranging from a four-hour mini-unit to a full semester

course. In one school, a teacher who attended the Institute introduced a nine-week course for 32 ninth grade students in her school. The following year approximately 90 percent of the ninth grade students in the school wanted to take the course, and other teachers were sent to the next Institute to prepare to be instructors.

School and Community Programs

Approximately 32,000 students, principally in elementary and junior high schools, are reached by the project each year. In addition to stressing basic legal concepts, the project attempts to impart information about the police and law enforcement, juvenile law, and legal careers. School Resource Officers appear before student, faculty and parent groups on request. In formal presentations and informal meetings they discuss specific subjects such as shoplifting, drugs, and vandalism, and more general topics such as interpretation of laws, the role of the police, individual rights, current problems facing law enforcement, and law enforcement careers. Over 2,000 presentations were given in the 1973–74 school year to a total audience of over 63,000. This represents an average audience of 29, a size conducive to informal discussions. The project emphasizes that its officers do not make "canned" presentations, but rather respond to the interests and concerns of each audience.

Evaluation

The project director reports that some school officials and some law enforcement officials are occasionally apathetic about the project, and sometimes do not provide the active commitment needed to make it work. In addition, he thinks that some teachers and persons from the community do not fully understand the project, which requires officers to explain repeatedly what they are doing and why they are doing it. Some still feel it's a security guard program or a public relations gimmick.

The project evaluates itself through informal questionnaires distributed to parents, teachers, and students. The results of the questionnaires to parents and teachers indicate very strong support for the goals and techniques of the project. The findings of the questionnaires distributed to students indicate strong support, and show that after exposure to the project students report a growth in respect for law enforcement, a lessening of fear of law enforcement officers, and an increased sense of the worth of a law enforcement career.

00216

The Future

The project is now working with the University of Nebraska Law School, which conducts its own high school program, to establish a coordinated effort. It will soon meet with representatives of the State Department of Education, University of Nebraska School of Education, and others who are showing interest in the program. A committee was recently formed to develop a K–12 curriculum for law-related education in the Lincoln Public Schools. Personnel working in the project are members of this committee. The first meeting was held on October 14, 1974. The project hopes to hire four more School Resource Officers at a later date to lower the present student-Officer ratio of 4,000 to 1.

For further information on the Lincoln-Lancaster County Criminal Justice Education Program contact:

Ben Goble, Director
550 South 9th Street
Lincoln, Nebraska 68508
402–473–6214

Street Law—D. C. Project on Community Legal Assistance

The Street Law Project of the Georgetown University Law Center provides law students with clinical course credits for teaching in the classrooms of local schools. It has developed curricula both for inner-city youngsters and corrections inmates, and has been successful in securing seed money from a variety of private funding agencies and in institutionalizing large portions of its program.

Street Law deals with practical legal problems which District of Columbia residents face in the area of criminal, juvenile, family, housing, consumer, and individual rights law. Its goals are (1) developing more favorable attitudes among students and inmates towards the roles that the law, law enforcement officers, lawyers and the judicial system can play in solving community and personal problems, (2) encouraging them to feel that the laws are designed to protect them as well as other people, (3) helping them acquire basic legal skills to assist in their daily lives, and (4) encouraging them to continue with their education.

Background and Funding

Street Law started in the 1971–72 school year as a one-semester course in two District of Columbia high schools. By the 1973–74 school year it was a full-year course in nine high schools and three prisons. At

00217

present it is offered in 15 District of Columbia high schools and five correctional institutions. The project is beginning to train D. C. junior high school teachers, and is adapting its materials for national use and for certain individual states.

The project has received funds from such private organizations as D. C. Citizens for Better Public Education, Cummins Engine Foundation, Eugene and Agnes E. Meyer Foundation, Field Foundation, New World Foundation, Robert F. Kennedy Memorial Foundation, and the National Home Library Foundation. The major part of the expenses of the local high school program are now borne by the District of Columbia Public Schools. Georgetown University supports the project through assisting with rent, furniture, utilities, telephone, and providing classrooms for teacher training.

Administration

Unlike many other projects, the Street Law Project does not have a board of advisors. Instead, those involved in the project—staff, law students, high school students, inmates—evaluate programs at the end of the year and make both written and oral suggestions as to how they may be improved. The project staff consists of a Director and a Deputy Director who are members of the Law Center faculty, and an Assistant Deputy Director, a recent graduate of the Law Center. In addition, a law student is employed in the summer. Practicing attorneys who specialize in the different areas of law help train law students. The corrections program employs a criminal attorney as a special consultant to assist in law student instruction and in the writing of corrections materials.

The staff instructs law students in weekly seminars, develops materials for the project, periodically monitors classes taught by law students, works with school and corrections administrators, helps with the logistics of field trips, and coordinates mock trials. The staff also writes proposals to funding agencies and handles the public relations of the project.

School and Corrections Program

Interracial teams of two law students are assigned to each high school and correctional institution. The Street Law class meets four days a week, with the law students team-teaching two days a week and individually once a week. Techniques such as role playing, case study, the Socratic approach, and mock trials are used in the course. Law students attend a weekly seminar at the law school where both substantive

00218

law and teaching techniques are discussed. Law students receive up to six credit hours per year for their work.

High school students, 30 to 50 in a class, may take Street Law as an elective. In addition to their class work, students are responsible for outside projects in which they investigate legal issues of current significance in the community. The materials used in the classes, including student manual and teachers' guide, are prepared by the project.

The corrections program is similar to the high school program, with greater emphasis placed on criminal and correctional law, appeals and parole. Additional materials have been prepared for correctional inmates.

Mock Trials

The project has conducted extensive formal mock trial competitions over the last three years, including an annual citywide mock trial competition. The staff has prepared mock trial materials and utilizes high school students and corrections inmates to act as attorneys and witnesses. Washington, D. C. judges, including the Honorable John J. Sirica, have presided as judges. The project has video tapes of these trials and has conducted clinics on how to utilize mock trials.

Curriculum and Materials

The process of establishing a basic curriculum involved law students, law school faculty, high school students and teachers, practicing attorneys, and community groups. The project staff reviewed existing materials from projects around the country, and participated in part of a summer workshop in Chicago offered by the Law in American Society Foundation (see LIASF description in this Appendix). A list of topics were prepared touching on areas of practical law, which high school students rated on the basis of interest. Those topics receiving the highest rating were included in the curriculum materials which were prepared by law students and practicing attorneys. These are revised every year to take into account the changing interests and needs of high school students and the evaluations of law students teaching the program.

Teacher Training

The project will begin to train teachers in the second semester of the 1974–75 school year. Present plans are to offer junior high school teachers a one-semester in-service course in approximately 10 District of Columbia schools. Teachers will take this course while they are teaching a one-semester Street Law course to ninth graders. The teacher-train-

ing program will be much like the present seminars for law students. The project also may conduct clinics for school districts which adopt the Street Law materials.

Project Dissemination

One thousand copies of the Street Law materials have been published by West Publishing Company as a book entitled *Street Law: A Course in Practical Law* for use in the D. C. schools. Plans are presently underway regarding disseminating this curriculum, in a revised form which corresponds with the laws of other jurisdictions, to other areas of the country. An edition which could be used nationally may also be published.

The Street Law project is interested in discussing with representatives from law schools, school systems, and/or correctional institutions the possibility of obtaining funding to replicate the Street Law model in other states.

For further information about the Street Law Project, contact:

Jason Newman, Director
Edward O'Brien, Deputy Director
Lenore Cameron, Asst. Deputy Director
Georgetown University Law Center
412 5th Street, N.W., Room 604
Washington, D. C. 20001
202–624–8235

Youth and the Administration of Justice

This Los Angeles-area project provides students with first-hand experiences in the criminal justice system. Using the resources of local justice agencies, law schools, and other groups, students have the opportunity to learn about the justice system by talking directly with justice agency personnel and by seeing the system in action. Students are also actively involved in shaping the program, creating their own curriculum units, and teaching them to other students.

Background and Funding

Youth and the Administration of Justice is a project of the Constitutional Rights Foundation (see description of another CRF project, Law, Education And Participation (LEAP), in this Appendix). The project's director has written that "a major objective of this pilot program is to determine whether high school students will develop positive attitudes toward the system and the desire and capability to teach other

students about the realities of criminal justice in their communities." In the 1973–74 school year, the first year of the pilot program, 90 students in three Los Angeles-area high schools participated in the program. Under a grant of approximately $165,000 from the Regional IX office of LEAA, students in these classes were given field experience in the justice system, plus classroom instruction on the administration of justice.

Administration

The project is under the direction of the Program Planning Committee of the Constitutional Rights Foundation. This seven-person group is chaired by the President of the Foundation; all but one of its members are lawyers. The Committee provides the project's long-range planning. A panel of justice agency personnel, the Project Advisory Committee, advises on day-to-day activities of the project such as use of community resource people. The project's full-time administrative staff includes a project director, an evaluation specialist, and a media specialist who assists students in preparing their lesson units and learning packages, many of which involve slides and audio tapes. The project shares office space with the Foundation; 17 percent of its budget goes toward administrative overhead.

Peer-Teaching

During the 1973–74 school year, the students developed a number of lesson units on various aspects of the justice system which they subsequently taught to other high school students. Some were adapted from existing materials, others were entirely new. They also made presentations before groups of teachers, adults, and justice agency personnel. The project estimates that approximately 10,000 high school students received one to three class periods of instruction from students in the Youth and Administration of Justice project.

Teacher Training

The teacher-training component of the project also emphasizes field experience. Project staff believes that "teachers with a grounding in the law based on formal course work still lack the field experience needed to provide a realistic view of how justice is administered in American society." To fill this need, the project administers a 10-day teacher-training workshop in the summer. In addition to attending classes, teachers spend several days with practitioners from a number of agencies of the justice system. These days are not devoted to formal tours, but rather each day a teacher is assigned to one professional employee of

each of the cooperating agencies, including among others, the Los Angeles Police, FBI, California Highway Patrol, District Attorney's Office, Public Defender's Office and the Probation Department.

The teacher and the justice representative spend a working day together, during which the teacher has the opportunity to observe and question the representative as he goes through his normal activities. Participants are encouraged to stay in touch with the persons with whom they have worked, and to use their services during the school year. In 1973, only the teachers of the core classrooms were trained; in 1974, the core teachers and one teacher from each of the 48 schools involved in the peer-teaching program were trained. In addition, project staff members have met with all principals and supervisors from these schools to explain the purposes and techniques of the project and secure their cooperation. By these means, the project hopes to insure that all those involved in the program will understand it fully. Teacher-training classes are taught by project staff and by volunteers from the legal and law enforcement communities. The only substantial expense for teacher training is an honorarium of $25 a day for each teacher.

Community Resources

The project relies heavily on the assistance of persons from the legal and law enforcement communities. For example, justice agency personnel make frequent classroom appearances and arrange and conduct field excursions to their offices and facilities. Law students from four Los Angeles law schools received course credit for assisting the project. Typically, each law student learns about the operation of a single justice agency, then is available on a regular basis to talk with students in the pilot classrooms, helping them prepare lesson units and learning packets in that area.

Evaluation

The project reports that evaluations of its first year indicate that the 90 students learned significantly more about law and the legal process than students in other high school law-related courses. The project also reports that at the beginning of the school year only about 20 percent of the students had considered a career in one of the justice agencies, but at the end of the school year nearly 60 percent were considering such careers.

The Future

For the 1974–75 school year, the project received funding of $322,430 from the Los Angeles planning agency of LEAA. This will be the first

00222

year of a three-year program to bring the Youth and Administration of Justice project to all Los Angeles high schools and junior high schools. In the 1974–75 school year, the project will be active in five Los Angeles high schools, and students trained by the project will peer-teach in approximately one-third of all Los Angeles high schools and junior high schools. This pattern will be repeated in the remaining two years of the project, using students trained in four other high schools each year to teach in the remaining areas of the city. This year peer-teaching will be somewhat more structured to allow for formal evaluation.

The project believes that Youth and the Administration of Justice programs may be carried out at minimum expense in subsequent years, as teachers learn to secure for themselves the cooperation of law students and justice agency personnel, and teachers and students become able to take over fully the administration of the project. Project officials estimate that programs may be carried forward for 10 to 20 percent of the cost of pilot programs. At least one of the three pilot programs of the 1973–74 school year will continue the program without funding from outside sources in the 1974–75 school year. In addition, project personnel point out that the project has a large multiplier effect, in part because project students are available at no cost to other high schools and junior high schools in the school system. It is hoped that the lesson units developed by students on various aspects of the justice system will be used to enrich many social studies, civics, and law-related courses.

For further information about the Youth and Administration of Justice project, contact:

Richard Weintraub, Director
609 South Grand Avenue
Los Angeles, California 90017
213–627–7048

STATEWIDE PROJECTS

These projects represent a variety of approaches to implementing statewide programs of law-related education. One is an outgrowth of a successful local project; the others have attempted, from the beginning, to develop comprehensive statewide programs of law-related education.

Colorado Legal Education Program

This recently-funded project is different from other statewide projects in that it is based in an organization of social scientists (the Social Science Education Consortium) which for years has offered a variety of

services to social studies educators throughout the country. It has done extensive analyses of social studies curriculum materials in order that local school districts may easily locate and select materials of most use to their programs.

Background and Funding

The Social Science Education Consortium (SSEC), founded in 1965, is a not-for-profit corporation composed of about 130 prominent social scientists and educators. It is designed to improve the quality of social studies and social science education in elementary and secondary schools. With national offices in Boulder, Colorado, it is principally supported by the National Science Foundation and the National Institute of Education. SSEC's specific goals are to provide a forum for the exchange of ideas between social scientists and educators about ways of improving the quality and effectiveness of social studies education in the United States; to disseminate analytical information about social studies curriculum materials, instructional methods, and trends; and to assist teachers and school administrators in identifying, selecting, and effectively using new ideas and methods in social studies. To meet its goals, it publishes occasional papers, newsletters, books, and analyses of curriculum materials; conducts conferences and workshops to introduce teachers and administrators to new ideas; consults with schools and school systems; and maintains a resource and demonstration center of new social studies materials such as innovative textbooks, games, and simulations.

The impetus for the Colorado project came from SSEC staff members who were already familiar with law-related curriculum materials through the SSEC resource and demonstration center. YEFC helped bring together representatives from the educational and legal communities to discuss possible approaches to law-related education. SSEC then assembled an interdisciplinary group of Colorado lawyers, law enforcement officials, educators, and others to work with SSEC and the Colorado Bar Association, the project's co-sponsor, to locate funding sources and develop a program. The project was recently funded for one year by the Division of Criminal Justice, Colorado's LEAA state planning agency. This $41,000 grant is administered through the Colorado State Department of Education, which makes the Colorado Legal Education Program in essence a sub-contractor on the grant.

Administration

Three professional SSEC staff persons, for a full-time equivalent of 1.15 persons, plus secretarial assistance, make up the project's staff.

00224

The staff members are principally concerned with evaluating materials, and training and consulting with district teams. The project is under the direction of a steering committee composed of these staff members, three lawyers appointed by the Colorado Bar Association, and three educators. The steering committee, the chief policy-making body of the project, meets as conditions warrant. The project is assisted by an advisory board composed of 20 persons representing such groups as the bar, police, law schools, schools of education, public schools, the Colorado Education Association, and the State Department of Education. No member of this board serves on the steering committee. The board meets four times a year to discuss current project activities. In addition, project staff selectively taps the expertise of board members, calling them frequently for advice and assistance. Members of this board are particularly useful in identifying funding sources and making initial contact with the officers of funding agencies.

Project offices are located in SSEC national offices in Boulder. Following is the project's response to the questions "How much of your budget goes toward administrative overhead? Does the fact that you are housed in SSEC contribute to keeping overhead and other expenses down? If so, how?"

> Out of a total Colorado Legal Education Program budget of $41,241 for the period May 1, 1974 through May 31, 1975, $4,942 is allocated toward administrative overhead. Included in this amount are space rental costs of $1,840, accounting services and records at $2,211, auditing services of $250, and telephone equipment and office equipment rental costs of $641.
>
> Space rental cost in this instance is much below the going market rate for comparable space. In addition, office furniture is provided with no depreciation charged to the grant. Large meeting rooms, classrooms, and other important work space at the SSEC are also available to the Colorado Legal Education Program on a scale that could not be supported by the project alone.
>
> SSEC staff, not paid by this grant, have selected, analyzed, and ordered curriculum materials, and have assisted in workshops. Approximately 46 non-budgeted professional days have been contributed. Estimated SSEC contributions exceed $5,000.
>
> A major input into the Colorado Legal Education Program which could not have been supported by the grant is the extensive Resource and Demonstration Center, which is part of the SSEC. This Center houses one of the most extensive collections of new social studies materials in the United States. The SSEC has developed close contacts

00225

with commercial publishers over the years in order to maintain the Center. Thus, many of the materials which were collected for this program were donated by publishers. We estimate that at least $2,000 worth of materials useful to the program were donated.

The SSEC also houses the ERIC Clearinghouse for Social Studies/Social Science Education. The microfiche collection and computer retrieval capability of ERIC have been used by the staff and workshop participants at no cost to the program.

Materials

The project has identified, collected, analyzed and evaluated the available K–12 materials which can positively affect students' knowledge, skills and attitudes toward the role of law in society. These include commercially published curriculum materials and materials developed by school districts and other groups throughout the United States.

The project has prepared a *Legal Education Handbook* which provides brief descriptions and analyses of law-related educational materials, as well as information about cost, publisher, availability and intended grade level. Persons trained by the project receive copies of the *Handbook* to assist them in preparing programs for their own communities.

Teacher Training

The project conducted four one-week training sessions at the SSEC and on-site in the districts in 1974. Teams composed of teachers, school administrators, lawyers, law enforcement officials, and laymen participated in the sessions. Participating educators could earn graduate credit from the University of Colorado, as well as in-service credit. Resource leaders included staff members of YEFC and Law in a Free Society's national project. (See LIFS description in this Appendix.)

These teams represented 12 school districts (from more than 40 that applied) scattered throughout the state which were committed to introduce law-related education in their areas. The project believes that intensive training is crucial because "all too often materials are developed, purchased by schools, and placed on the shelf in the school curriculum center never to be used. Because of the lack of training in the use of new materials, and because educators do not cultivate a support base for change, new ideas are often not used. Our view of the change process necessitates a participation and interaction of key members involved in the . . . community."

By the end of the workshop, each team was required to develop a "Comprehensive Plan of Action" for initiating law-related education in

its district, including strategies for implementation, dissemination and evaluation.

During the school year, participants are expected to conduct at least one follow-up workshop, probably with the assistance of the project's staff.

The Future

Formal evaluations of students will be undertaken to measure the cognitive and affective impact of the program. The staff will assist in these formal evaluations, as it will in informal evaluations of the project's impact on educators, lawyers, law enforcement representatives, and members of the community.

The project hopes to secure funding from the LEAA state planning agency for two more years. In the second year, it hopes to train eight more teams from districts around the state, and evaluate the 20 districts from which teams will have been trained at that point. In the third year it hopes to train four more teams, and evaluate all 24 districts from which teams have been trained.

For further information about the Colorado Legal Education Program, contact:

Mary Jane Turner, Program Coordinator
Social Science Education Consortium
University of Colorado
855 Broadway
Boulder, Colorado 80302
303–492–8155

Illinois Project for Law-Focused Education

The Illinois Project encourages local projects to set up cooperative teacher-training programs with local school systems and private or public universities. It makes grants for periods up to one year to local projects from funds allocated by the Illinois Law Enforcement Commission (ILEC). Also, it trains a cadre of leaders at the local level, and provides consulting help in project structure and administration designed to help local projects become self-sufficient in subsequent years.

Administration and Funding

The Illinois Project for Law-Focused Education was created by the Law in American Society Foundation (see description of LIASF in this Appendix) and the Illinois State Bar Association in 1970. The Project

002227

has been principally funded by ILEC through five grants totaling $800,000, but each year approximately 25 percent of its annual budget of about $200,000 is met from other sources. These include funds from LIASF and matching funds of several thousands of dollars which are required of local projects currently receiving funding from the Illinois Project.

The Illinois Project has a Board of Directors composed of lawyers, law enforcement officials, educators, and correction and probation officers. Its staff is currently headed by the Executive Director of the Foundation. Each member of the Foundation's professional staff of six spends half of his time on the Illinois Project. The Project shares office space with the Foundation. Its administrative overhead (rent, utilities, office furniture and equipment, and accounting services) amounts to about seven percent of budget.

Aiding Local Projects

The Illinois Project attempts to locate areas in the state where there is interest in law-focused education and in which a regional leadership team can be put together to provide effective support for a local project. One means of doing this is by letters to the heads of local planning units of ILEC informing them of the Illinois Project and asking for their help in locating communities and leaders for local projects. Project staff is available to come to interested communities, explain the services offered by the project, and help put together a regional leadership team.

Local projects are placed under the direction of a regional leadership team which consists primarily of school administrators and teachers, with professors of education and law, juvenile probation officers, lawyers, police officers, and corrections personnel often included as well. Each team chooses the director of its project. Local project directors include social studies personnel, university faculty, and corrections officers.

Before the first year of active operation, teams from each project receive training at the LIASF summer institute. Typically, teams of eight to 12 made up of the project director and a group of teachers and law enforcement personnel, attend the institute. Participants pay their own tuition. (Tuition for the 1975 institute will be $325.) Expenses and materials costs are borne by the Illinois Project. Participants do not receive a stipend. In addition to the opportunity to receive intensive education in one of five areas of law education, participants are trained to serve as instructors of local in-service institutes on law-focused education. The summer institutes also provide local project leaders with instruction in administrative matters through seminars offered by a firm of professional management specialists.

Upon returning to their communities, summer institute participants implement law-focused education. In some areas local projects offer in-service workshops during the school year; in others, projects offer workshops during the summer. A number of local projects are affiliated with universities and offer both university courses and graduate credit for in-service institutes. The local project director assists classroom teachers in their activities and attempts to build community support for programs of law studies. Board members provide guidance, serve as classroom resources, and often serve as instructors in teacher training institutes.

The Illinois Project helps fund projects for one year only, during which time it requires local project directors to file monthly progress reports. The Illinois Project does continue to provide consulting help to local projects after the first year, though new projects have the first priority for its consulting resources. The Illinois Project also conducts meetings for heads of new and existing projects two or three times a year.

By the summer of 1974 the Illinois Project had helped begin seven projects in the state; by the end of 1975 it plans to have set up projects in 11 of the 21 local planning units of the Illinois Law Enforcement Commission. Some of these projects provide programs in school districts, and others in juvenile and adult correctional institutions. The Illinois Project estimates that the programs have reached approximately 1,000 teachers and 100,000 students throughout the state.

Evaluation

The Illinois Project reports that its evaluations show that local projects are succeeding. Project officials report that results of pre- and post-tests indicate that, compared with control groups, students in local law-focused programs learn significantly more about law and show marked improvement in attitudes about law.

For further information about the Illinois Project, contact:

Dr. Robert H. Ratcliffe, Director
33 North LaSalle Street
Chicago, Illinois 60602
312–346–0963

Institute for Political Legal Education (IPLE)

The Institute for Political/Legal Education (IPLE) is designed to provide New Jersey high school students with knowledge, skills and practical experiences in law and government through a combination of

classroom work and field experience in the legal and political systems. Students' field work may include legislative internships, lobbying at the state legislature, election canvassing and campaigning.

Background and Funding

The project began in 1969 when Barry Lefkowitz, presently the State Director of IPLE, instituted a program for his high school students which combined classroom instruction and field work in law and politics. For two years, the program operated with funds from the city council, the major political parties, and the New Jersey State Department of Education. In 1971, with $80,000 in Title III funds under the Elementary and Secondary Education Act, the program became the Multi-District Institute for Political Education, a consortium of nine urban, rural and suburban high schools throughout the state. The Institute annually received Title III grants of approximately equal size through fiscal 1974. In the 1973–74 school year, the Institute was active in 19 high schools in 18 New Jersey school districts. That year, with the help of extensive consultations with YEFC staff, the Institute added a legal component. In each school, the project reaches one or two classrooms. It plans to expand considerably in the 1974–75 school year, reaching more schools and more classrooms within the participating schools.

The Institute's current budget is funded by a $46,000 Title III grant to further develop the legal component of its program, and a dissemination grant from the Office of Education. This grant will enable the Institute to revise and professionally print its materials, as well as create new materials. It will also provide travel funds to help implement projects in other states.

Administration

The IPLE staff consists of four full-time educators as well as three educators (regional coordinators), two lawyers, and eight students working part-time. Students bear many important administrative responsibilities. IPLE reports that these students have learned much about management and provided indispensable assistance in carrying out the program.

Its Board of Directors includes representatives of bar associations, teachers' and administrators' organizations, school board associations, universities, colleges, and community groups, as well as teachers and students from participating schools and members of the state legislature. Board members act as policy makers and provide various types of assistance for the program, from helping arrange for speakers in classrooms to securing grants for the Institute.

The Institute's offices are located in the Educational Improvement Center, a facility serving a number of school districts and enabling teachers to conduct research, become aware of new materials, and otherwise improve their teaching. The Institute's administrative overhead is approximately 10 percent of its budget.

Aiding Local Projects

Schools participating in the program are chosen on the basis of applications to the Institute. Participating schools receive without cost political education curriculum materials (such as pamphlets and filmstrips) prepared by the Institute, and receive at cost teacher-training materials and legal education materials. In addition, participating schools may borrow videotapes, books, and pamphlets from the Institute's library. Schools also receive on-site visitations from Institute staff, and participating students and teachers attend Institute workshops. In return, schools provide release time for students to participate in field experiences at least twice a month. Schools agree to underwrite costs (if any) for such activity, offer the IPLE course and administer pre- and post-tests to students.

In each participating high school, a teacher is designated as coordinator and paid a small stipend by his school. Meetings throughout the school year keep coordinators abreast of new developments and provide an opportunity to share experiences. The Institute also publishes a newsletter and distributes it to coordinators and participating teachers and students.

Materials

An integrated mixture of innovative printed and audio-visual curriculum materials, plus simulations and role-playing exercises are utilized throughout the three major units of instruction. The *voter education unit* includes the process of issue analysis, canvassing, registration, and campaigning. Voting reform, rights, and procedures are examined intensively. The *state government unit* examines local, county, and state levels in light of precisely delineated issues such as housing and transportation. Included are policy-formation, lobbying, media techniques, sociological surveying, and values orientation. The *individual rights unit* stresses freedom of speech and press as part of the study of the court system, legal procedure, and the basic foundations of law. Positive law, legal realism, and sociological law are also discussed. The materials for each unit include teacher and student manuals, teachers' guides, resource manuals (*e. g.*, "how to" guides), filmstrips, and simulations.

00231

Teacher and Student Training

Key teachers and students from participating schools receive approximately one week of intensive training each summer. They are instructed in such areas as teaching methods, administrative structure, the use of community resources, and public relations. Faculty at IPLE workshops is made up of IPLE staff, students and teachers with previous experience in the program, and persons from the community with governmental and legal expertise. In addition to preparing classroom and teacher-training materials, IPLE staff provides consulting services to participating schools and conducts nearly 20 workshops during the school year focusing on specific political and legal topics. Workshops range from one to three days, and are attended by 30 to 400 teachers and students. Representatives of YEFC and the Constitutional Rights Foundation have helped staff many of these workshops.

Evaluation

The Institute reports that its programs are extremely effective in increasing students' knowledge and improving their attitudes about law and government. IPLE staff created evaluation tests and conducted evaluations. The Office of Education reviewed the tests and findings as part of the process of determining whether the IPLE program was to receive national validation, and concluded that the evaluations accurately measured students' progress.

The Future

The Institute has steadily moved away from providing monies to participating schools, teachers and students. As school systems pick up these costs and coordinators become expert in administering the program, IPLE staff can concentrate on supportive services such as curriculum development, teacher-training, and consulting. In other words, IPLE seeks to institutionalize its program in participating schools, thereby minimizing its own operational responsibilities.

The Institute recently received national validation from the Office of Education of the Department of Health, Education and Welfare. (National validation attests to a program's success and fitness to serve as a model elsewhere.) The Institute also recently received an Office of Education grant to disseminate its program throughout New Jersey and to other states.

With these funds, it hopes to share its program with other school systems desirous of providing their students with more meaningful programs in law and politics.

For further information about the Institute for Political/Legal Education, contact:

Barry E. Lefkowitz, Director
Box 426
Glassboro-Woodbury Road
Pitman, New Jersey 08071
609–589–3410

Law in a Free Society (LIFS)—Statewide Project

California's Law in a Free Society Project is a statewide program of law-related education which uses the resources of the organized bar, local school systems, a number of justice agencies, and the state university system. LIFS concentrates its efforts on curriculum development and teacher training. It has: (1) developed teacher materials for all elementary and secondary grades; (2) developed in-service teacher-training models and conducted in-service teacher-training projects in 10 areas of the state; (3) developed community support programs for local projects; (4) prepared administrative guides for local projects; (5) produced evaluative instruments and conducted evaluations, and (6) developed implementation and dissemination techniques to aid school systems and local bar associations throughout the state to adopt and implement the program. It is just beginning to produce student materials.

Administration and Funding

In 1970, the State Bar of California initiated the LIFS Project through funds secured from the California Council on Criminal Justice. LIFS is guided by an Executive Committee composed of attorneys, educators, and representatives of the justice system who are appointed by the Board of Bar Governors of the State Bar of California. LIFS has a full-time professional staff of seven educators, one lawyer, and a research assistant. The part-time staff consists of a law professor, two professors of social science, and one professor of English, as well as area coordinators.

The pilot year of the project (fiscal 1971) was principally funded by a grant of $40,000 from the California Council on Criminal Justice (CCCJ). In that year, the State Bar of California and the San Diego County Bar Association each made $10,000 grants to LIFS. The development phase of the project extended from 1971 to 1974. The first

two years of development were principally funded by grants of $400,000 and $370,000 from the CCCJ, with local bar associations making grants to some LIFS in-service teacher-training projects.

LIFS's budget for the 15 months ended October 31, 1974 was $496,-195, obtained as follows: a $242,448 grant from LEAA; a $200,000 grant of discretionary funds from Region IX of LEAA; a $26,666 cash match from the California state LEAA agency; $27,081 from individual contributions to LIFS teacher-training courses. A portion of these funds went for dissemination. (See description of LIFS's national program in this Appendix for additional information about dissemination of the project model.)

Recent funding has included a two-year grant of $739,071 from the National Endowment for the Humanities which will enable the project to create student materials. The statewide project *per se* (*i. e.*, coordination of LIFS teacher-training efforts throughout California) will continue with funding through a grant of approximately $30,000 from the State Bar of California, and additional funding from local bar associations and school systems. This will enable the project to assign three staff members part-time to work with individual teacher-training programs, but it will not enable LIFS to contribute any funds to these programs, which, as noted above, will be supported from local sources.

Curricula and Materials

The project began its development of curricula by selecting eight concepts which are fundamental to an understanding of a constitutional democracy. These concepts—authority, justice, freedom, participation, diversity, privacy, property, and responsibility—served as organizational foci for curriculum development and in-service teacher-training programs. Curricula were developed by LIFS staff with the assistance of experienced teachers and professors of political science. Working through in-service teacher-training programs, the teachers prepared lesson plans in each area and tested them in their classrooms. The best of these lesson plans became part of the project's teacher-training materials.

The curricula use subject matter from various disciplines, such as law, economics, philosophy, political science, and anthropology. The result is a broad, humanistic treatment of issues. For example, in considering the topic of property, courses raise such fundamental questions as "what is ownership?" and "what are some of the factors which affect people's attitudes towards property?" Teacher-training materials on these topics feature selections from novels, poems, philosophical treatises,

works by anthropologists, psychologists, political figures and economists, as well as landmark legal cases.

A number of materials have been developed so that the LIFS model can be implemented with a minimum of expense and outside assistance. Materials include four volumes on each of the above concepts—*A Guide for Teacher Education, A Casebook* (for the education of teachers), A *Curriculum* (objectives on each concept for students, grades K–12) and *Lesson Plans*. In addition, LIFS has prepared a policy manual containing guides to the administration of programs as well as suggestions for planning and conducting in-service courses, organizing local advisory panels, and budgeting. A handbook prepared by the project briefly describes ways in which bar associations might assist school systems in conducting law-related education programs. Finally, evaluation instruments have been prepared.

Teacher Training

In the 1973–74 school year, LIFS conducted in-service teacher-training programs in 10 areas of the state. Teachers from over 50 school systems took part in the programs and received credit from the University of California Extension upon successful completion of the course, as well as free materials. (The LIFS statewide project for the 1974–75 school year is discussed below.)

The in-service courses are offered throughout the year, with teachers having the option of taking them for one or two semesters, or more. The content for in-service courses, based upon the eight concepts listed above, is determined by local coordinators with the assistance of LIFS staff. The curriculum is interdisciplinary in that it includes subject matter from the fields of law, political science, philosophy, economics, anthropology, and sociology. Wherever possible the instructional methods used in teacher-training courses provide models for methods which can be effectively used in elementary and secondary classrooms. Teachers are instructed by professors of law, political science, philosophy, and education, as well as by experienced classroom teachers and members of the legal and law enforcement professions.

LIFS estimates that during a representative year approximately 150 members of the legal profession and 90 members of law enforcement agencies help train 1,200 teachers. Much of their time is donated. From 1971 to 1974, approximately 3,500 teachers enrolled in the in-service courses, and each teacher devoted at least 60 classroom hours of instruction to the project. The project estimates that approximately 500,000 elementary and secondary students have received instruction in concepts basic to our political and legal system through its efforts.

Local Programs

LIFS reports that it uses several criteria to choose areas for its teacher-training programs. Programs were initiated in the large urban areas of California, so they could serve as centers for the eventual dissemination of the program throughout the state. In addition, LIFS tried to include school systems with a wide range of ethnic and socioeconomic characteristics. The project sought qualifed leaders who could take part in the experimental program, administrators who would support the program, and community and law enforcement groups, and local bar associations which could provide active cooperation and support.

The administration of local programs is in the hands of area coordinators, supervised by local advisory panels and steering committees. These panels are composed of representatives from bar associations, law enforcement agencies, and other interested community groups. In addition to supervising local project activities, these individuals make available to the local projects the resources of the groups they represent. Local coordinators are generally school district social studies supervisors, although one is a university professor and another directs a county human relations department. They meet with LIFS staff several times a year to share experiences and discuss common problems and successes.

In the 1973–74 school year, local programs received approximately $8,000 per year from LIFS, and some also received grants from local bar associations. (One program, supported entirely by teachers' tuitions and volunteered services of the local coordinator and staff, received no funds from LIFS.) LIFS funds went toward the salaries of instructors in teacher-training workshops, administrative expenses, and the salary of the local coordinators. In addition to the funds granted, LIFS provided classroom sets of its materials without charge, and attempted to help local programs locate additional funds to become self-sufficient.

In the 1974–75 school year, virtually all of the local programs are continuing with the support of local school districts and local bar associations, with money from teachers' tuitions, or with volunteered services of local coordinators and staff. Funding from the state bar will enable LIFS to maintain a small staff for the statewide project, consisting of 10 percent of the time of a secretary, 20 percent of the time of LIFS's business manager, and 50 percent of the time of its associate director. It is hoped that this staff will help local programs secure the funding to offer courses again in the spring semester of this school year. The staff will also coordinate the efforts of local programs and will serve as consultants in instructional methodology, use of materials, etc.

00236

Evaluation

LIFS's evaluations include questionnaires for teachers, students and instructors of teachers, as well as for administrators and others connected with local programs. Teachers and their students were given hypothetical situations and asked to apply an analytical framework taught in the instructional period, and their responses were evaluated through elaborate criteria to determine the adequacy of these responses. The research design employed was of the post-test-only control group type. The project staff is currently analyzing the data.

The Future

The 1974–75 school year was the period scheduled, in LIFS's long-range plan, to extensively disseminate the project model. LIFS is gratified that a number of local programs in California have been able to continue this year without funding from LIFS. As indicated above, the project has received enough money from the state bar to maintain a skeleton staff for this year, and hopes that all 10 programs will operate in the spring semester. However, without further funding it will be difficult to begin new programs and meet the project's ambitious dissemination goals. Accordingly, LIFS is now seeking new funding for its statewide project. A grant application is currently pending.

For further information about the Law in a Free Society statewide project, contact:

Charles N. Quigley, Executive Director
606 Wilshire Boulevard, Suite 600
Santa Monica, California 90401
213–393–0523

Rights and Responsibilities of Citizenship in a Free Society

For the past four years, The Missouri Bar has been involved in a number of activities designed to further law-related education throughout the state, with principal emphasis on the training of teachers.

Background and Funding

The Missouri Bar, in cooperation with the Missouri State Department of Education, initiated its law-related project in 1970 with the objective of increasing student understanding of the law as it relates to citizenship in a democratic society. The project obtained three grants, totaling approximately $108,000, from the Missouri Law Enforcement Council for the initial planning of the program and for several teacher-

training workshops. In 1973, the College of Education at the University of Missouri-Columbia and the University's Extension Division joined The Missouri Bar and Missouri State Department of Education as co-sponsors of the project. In fiscal 1974, with a $125,000, three-year grant from the Danforth Foundation, the project provided expanded in-service training for teachers, and distributed law-related materials which it had developed throughout the state.

The project's current annual budget is $79,000 per year, met with $67,000 from the Danforth Foundation, $10,000 from the Missouri Law Enforcement Assistance Council, and a $1,200 cash match from The Missouri Bar Foundation.

The project receives a great amount of assistance from its co-sponsors, enabling it to keep its budget down while providing a wide range of services. For example, The Missouri Bar contributed the services of the project's administrator, its bookkeeper and one secretary (all are part-time). It also contributed all office space, equipment, utilities, etc. Therefore none of the project's budget goes toward administrative overhead.

The University of Missouri-Columbia provided 50 percent of the services of a professor of education to serve as university project director for the extension in-service teacher-training programs. This, with supportive services, amounted to approximately $20,000 per year. The university also provided the services of 35 instructors who taught 54 local workshops. They were paid $600 for each workshop, a total cost of $32,400. In addition, the university contributed the services of its Extension Division personnel. Another contribution of the university was the duplication and distribution of the project's nine half-hour television programs through the facilities of its Academic Support Center.

The State Department of Education contributed 50 percent of the time of the Director of Curriculum Dissemination, to assist teachers in the development of law-focused education in the classroom. It is estimated that his services, together with supportive services plus travel expenses, amounted to approximately $20,000 per year.

Local bar associations contributed more than 750 hours of lawyers' time in service as instructors in the local workshops.

Local school districts contributed facilities for local workshops. This included utilities and janitorial services.

Administration

The project operates under the direction of an advisory committee on citizenship education composed of representatives of the legal and

00238

educational communities. The uroject director is a staff member of The Missouri Bar. Other staff members include a lawyer employed by The Missouri Bar, the Director of Curriculum Dissemination of the Department of Education (a new post created as a result of the Rights and Responsibilities of Citizenship in a Free Society project), and a professor of education (a specialist in teacher-training) from the College of Education, University of Missouri-Columbia.

Teacher Training

The project's principal activity is teacher training. During the 1973–74 school year, over 1,300 Missouri teachers completed 25 hours of study in law-related education. One-semester courses taught in 54 teacher-training workshops scattered throughout the state were offered through the Extension Division for two hours of graduate credit. The Missouri Bar paid half of the tuition of teachers enrolled in the in-service workshops. Frequently, the teachers' school district paid the remaining tuition.

The course is administered through 30 host school districts, in cooperation with local bar associations. The instructional burden is divided between experienced classroom teachers and volunteer attorneys. The classroom teachers who serve as instructors are veterans of at least one of the intensive summer workshops conducted in 1971–74 (see below). There are 35 such educators, each of whom is required to have at least a Master's degree.

The program is administered by the superintendent of the host school district or his appointee. His role is to provide facilities for the workshops (generally in a local high school) and publicize the workshops to teachers in his and neighboring districts. The University of Missouri-Columbia also has area extension programmers who contact school districts and advise them of the workshops. The state and local bar associations serve to locate lawyer-volunteers and coordinate their instructional duties. The lawyer-volunteers receive training in special one-day workshops in several regions of the state. In addition, at a workshop held immediately before the annual meeting of The Missouri Bar, many lawyers received training in instructional methodology. A total of 276 lawyers served as volunteer instructors in the 1973–74 school year.

Curricula and Materials

Following the summer teacher-training workshops in 1971 and 1972, various materials and methods were tested in the classrooms of participating teachers who then prepared reports on their successes and fail-

ures. After the compilation of these reports, a committee of teachers met and drafted two curriculum guides, one for the elementary level (K–6) and one for the secondary level (7–12). Twenty-five hundred copies of these guides were distributed in the 1973–74 school year without cost to teachers participating in law-related in-service courses and other interested Missouri teachers. The guides center around a functional approach to the law, and include such topics as "Why the Law," "How the Law Develops," "The Court System" and "Major Supreme Court Decisions and Their Effect on United States History."

The curriculum guides make use of many materials and methods. Rather than being based upon any one standard text or format, they contain original work as well as many materials and methods developed by textbook publishers and other law-related education projects in the United States. Teachers choose from a number of approaches in designing their own curriculum to meet the specific needs of their students. Additional assistance in curriculum development is provided by staff members of the program, who work with classroom teachers to develop and improve law courses in the schools. A committee has been formed to continually up-date and revise the guides in order to keep them current. In addition, the best of the hundreds of mini-lessons and classroom techniques developed and submitted by teachers in the program are now being selected. These will be published and made available to all Missouri teachers involved in law-related education.

Other Services

In cooperation with an educational television station, the project produced a series of nine 30-minute television programs designed for use in school classrooms, teacher-training workshops, and educational television. Each program is on one of the topics that make up the project's curriculum. The project also maintains a library of law-related audio-visual aids, available for use in teacher-training workshops and classrooms. The project has produced a reference work on Missouri laws and the state's judicial system, *Due Process of Law: A Guide for Teachers*, which is available free of charge to all teachers participating in in-service workshops. In addition, The Missouri Bar and local bar associations, in the 1973–74 school year, provided approximately 500 lawyer-volunteers for classroom visitations.

The Future

The project believes that law-related education must become fully institutionalized to have a maximum long-term impact on students. For

00240

this reason, it is encouraging the state's colleges and universities to institute credit courses in law-related education. In the summer of 1972, the project sponsored two college institutes in which the faculty of the schools of law and education worked with teachers to develop pre-service and in-service law-related courses. A similar institute was conducted in the summer of 1973. The primary purpose of these programs is to develop a model curriculum which can be adopted or adapted by other schools of education and offered for credit as part of regular course studies. The project has already assisted in developing courses at several private and public colleges in Missouri. The ultimate goal, in connection with pre-service education, is to require basic courses in law as a requirement for certification of Missouri teachers.

In addition, the project is seeking to set up mechanisms to assure the involvement of lawyer-volunteers on the local level. Working in conjunction with the Public Information Committee of The Missouri Bar, the project has appointed local chairmen in each county as contacts for teachers seeking assistance from the local bar.

By these means, the project hopes that implementation will either be taken over by existing institutions, or will be decentralized and become the responsibility of local groups, thus reducing its implementation role. The project will, however, continue to provide consulting services and otherwise serve as a resource for law-related education.

For further information about the Rights and Responsibilities of Citizenship in a Free Society project, contact:

E. A. Richter, Administrator
326 Monroe
Jefferson City, Missouri 65101
314–635–4128

Statewide Law-Related Education

The Pennsylvania Department of Education is involved in a four-year effort to establish and disseminate law-related education programs on a K–12 basis that encompass knowledge of the justice system from the establishment of law, to enforcement of rules and laws, to the judicial system and correctional procedures. A major aspect of the program involves working with agencies of the justice system to encourage realistic attitudes and clarify values for both students and community members.

Background and Funding

On May 21 and 22, 1973 in Philadelphia, YEFC conducted a Regional Conference on Law-Related Education, co-sponsored by the Pennsylvania Department of Education and Pennsylvania Bar Association. It included lawyers and educators from Pennsylvania, New York, and New Jersey. The Statewide Law-Related Education project was in part generated by the Regional Conference, and the declaration by Pennsylvania's Secretary of Education, John Pittenger, that law-related education was to be a curriculum priority.

The project, Justice Education and Community Action, began formally in July 1974 with a $63,000 grant from the Governor's Justice Commission. The Pennsylvania Department of Education provided complementary funds to cover the costs of office space, printing, postage, and other administrative overhead, as well as 25 percent of staff salaries. The Department has made a survey of current law-related materials and programs in the state, established competencies (expected outcomes, both cognitive and affective) in law-related education, and offered suggestions for the enrichment of existing curricula. They have also marshalled the support of local resource personnel, organized teacher training sessions, and established pilot programs in 40 elementary and secondary schools throughout the state.

Administration

A Department Task Force on Law-Related Education, consisting of advisors from the Department's divisions of Arts and Humanities, Science and Technology and Interdisciplinary Studies, and specialists in early childhood education, safety education, and other fields coordinated the activities described above. The task force was reviewed by a State Committee on Law-Related Education, composed of educators and persons from justice agencies. The State Committee, which serves an advisory role with no decision-making power, also identifies local resource personnel who can assist pilot programs and promotes law-related education in local school districts. The Secretary of Education of Pennsylvania, a lawyer-educator, makes all final policy decisions regarding the project.

The project staff is headed by a state social studies education advisor who devotes half of his time to the project. Other staff includes a full-time director of field testing and three part-time state department of education consultants. The project works closely with local law-related projects and with the Law, Education And Participation (LEAP) Project in Philadelphia (see description of LEAP in this Appendix).

It also works in cooperation with the Pennsylvania Bar Association and various governmental and justice agencies throughout the state.

Teacher Training

In March 1974, the Department sponsored a three-day workshop for 10 teachers and college faculty. Out of this workshop came a rough plan for a two-week summer workshop at Bloomsburg State College for 35 additional teachers. The 10 original teachers and outside consultants (e. g., representatives of the Cornell Law Project, the Law in a Free Society Project, and justice agencies) served as instructors. The project director asked all superintendents in the state to identify interested teachers, and workshop participants were chosen from this list. All had their expenses paid, with teacher-instructors receiving an additional $30 per day. While all grade levels were represented at the workshop, 29 of the 40 participants were high school teachers.

Aiding Local Projects

Teachers and teacher-instructors trained at the summer workshop serve as leaders of pilot programs in 38 school districts. In each pilot school, the nature and scope of the program is determined by the teacher and the principal. Some have mini-courses, some semester courses, some year-long courses. In some of the pilot areas, the school system contributes funds to the program. This phase of the project is under the direction of a full-time administrator of field testing from the Pennsylvania Department of Education who facilitates communication between administrators, teachers, and the community, and aids in the formation of justice teams to work with the law programs. Pilot programs will be evaluated on the basis of established competencies, and at the end of the 1974–75 school year data will be analyzed and recommendations made.

The Future

Succeeding stages of the project will include Regional Conferences on Law-Related Education, preparation and distribution of multi-media promotional materials on effective programs, and dissemination of effective models and curricula. The project also hopes to produce a bibliography, revised set of competencies, a guide to community resources, and evaluation instruments. These efforts are designed to stimulate the creation and expansion of law-related courses throughout the state. Through these efforts, it is hoped that each school will be able to establish its own program with minimal assistance from the Pennsylvania Department of Education.

For further information on the Statewide Law-Related Education project contact:

Robert L. Schell, Project Director
Pennsylvania Department of Education
Box 911
Harrisburg, Pennsylvania 17126
717-787-6743

NATIONAL PROJECTS

Each of these projects began as a state or local project, and then secured funding to disseminate its project model and to help develop projects in other states.

Law, Education and Participation (LEAP)—A National Project of the Constitutional Rights Foundation

LEAP attempts with its national consulting services to: (1) nationally disseminate project models developed in Los Angeles, (2) create and disseminate new project models, and (3) establish and sustain regional LEAP offices.

Background and Funding

In 1963, the Constitutional Rights Foundation (CRF) was established by a group of prominent Los Angeles lawyers and businessmen who were concerned with the lack of student understanding and appreciation of our basic freedoms, including those embodied in our Constitution and Bill of Rights. From its earliest days, CRF has engaged in active campaigns to raise funds from individuals, corporations, and other community sources. It meets its basic annual budget from community fund-raising.

In the 1960s, CRF helped set up the California State Board of Education's Bill of Rights Advisory Commission, which was headed by Richard Maxwell, then Dean of UCLA's law school. Under a grant from Title V of ESEA, and with funds from CRF, this group prepared *The Bill of Rights—A Source Book for Teachers*, one of the first collaborations in this field by law professors and educational specialists. The book was made available without charge to California teachers and was used in a number of teacher-training workshops at California state colleges. It is now published commercially by Benziger.

CRF's semi-annual *Bill of Rights Newsletter* is intended for classroom use. It contains articles, recent Supreme Court decisions, listings of books and films, and classroom activities. Each issue focuses on a topic of contemporary significance, such as "Youth and Dissent in the

90244

'70s," "Change in a Free Society," and "Crime, Violence, and American Youth." Other CRF materials include simulation games such as "Police Patrol," "Jury Game," and "Kids in Crisis."

The major focus of CRF has been the use of community resources in activities and programs designed to improve legal education in elementary and secondary schools. For example, CRF conducts conferences for students and teachers at which lawyers and newsmen discuss free press and fair trial, and corrections officers and inmates discuss the prison system. Teachers use CRF's community resource activities as part of their ongoing legal education programs.

In addition to serving as an advocate for more meaningful and effective law-related education programs in the schools of California, CRF has conducted conferences, workshops, and institutes for students, teachers, law enforcement personnel, and other members of the community. Its programs have enabled police, parole officers, and other representatives of the justice system to meet students and community representatives and discuss how their role is perceived.

In order to disseminate these and other activities throughout the country, CRF received in 1973 a three-year, $451,000 grant from the Ford and Danforth foundations to establish Law, Education And Participation. LEAP's annual budget is approximately $150,000.

Administration

LEAP is guided by a national committee of educators, lawyers, businessmen, and public officials. The national office is in Los Angeles, and LEAP has also established regional offices in St. Louis (which opened in September 1973) and Philadelphia (opened June 1974). The Executive Director of LEAP is based in Los Angeles; she also heads CRF's staff. The St. Louis office is headed by an attorney with experience in both law and education, while the Philadelphia office is staffed by an Executive Director primarily responsible for building community support and an Education Director with responsibility for program development and implementation. Regional directors in each of the offices have organized interdisciplinary advisory committees which provide guidance to the project and help marshal community support for the program.

The Los Angeles LEAP office shares space with CRF, and almost all administrative overhead is met by CRF. In addition, project officials believe that the fact that the Philadelphia LEAP office is located in the Temple Law Center has helped keep administrative overhead low.

Aiding Local Projects

LEAP attempts to maximize its resources by assigning first priority to consulting with state departments of education and school systems and justice agencies of major metropolitan areas. It offers consulting assistance in: (1) forming community support groups from the legal, business and government communities; (2) developing school resource programs using voluntary services of lawyers, law students, and justice agency personnel; (3) organizing student and teacher internship training programs within justice agencies on the administration of justice; (4) planning and/or staffing teacher pre-service and in-service training activities, and (5) organizing school, community and city-wide conferences and seminars involving high school students, teachers and adults from the justice system. Project officials emphasize that LEAP has no vested interest in particular programs, methods or materials, but is designed to supplement all approaches.

The regional staffs are still in the process of developing roles that best suit the needs of school systems and state departments in their area. Much depends on the law-related activities that are already taking place. For example, the St. Louis LEAP office attempts to complement the work of the Rights and Responsibilities of Citizenship in a Free Society project of The Missouri Bar (see description in this Appendix). The Rights and Responsibilities project emphasizes teacher training, while LEAP hopes to promote student-centered activities emphasizing field experience in the justice system. Similarly, the Philadelphia office is working in conjunction with programs at Temple University Law Center. The Law Center is in the process of creating a series of projects intended to benefit the inner-city community, including clinical programs which involve law students as classroom teachers. The Law Center also pays the salaries of six law students assigned to work with LEAP staff. These law students conduct research in areas of law of interest to students and teachers (*e. g.*, landlord-tenant law), and assist teachers to create curricula. They also help conduct and monitor in-service training institutes for teachers from Philadelphia and surrounding counties. The Philadelphia LEAP office stages the institutes under a Title III grant from the Pennsylvania State Department of Education. The Education Director of the Philadelphia LEAP office will be working closely with the State Department-sponsored Pennsylvania Statewide Law-Related Education project (see description in this Appendix).

Materials

The project has produced a "how to" guide on various law-related programs and activities, entitled *Education and Participation: A Development Guide for Secondary School Programs in Law and Public Affairs.* The 64-page *Guide* tells readers how they can develop and implement such activities as conferences, field experiences, and teacher-training and bar association programs. It also contains discussions of several projects in the field, and refers to other materials developed by CRF.

The Future

LEAP hopes to develop new curricular and teacher-training models and to widen the range of its services to local projects. In addition, it is exploring the possibility of encouraging projects to offer law-related training to social workers and other non-teachers who work with children, in order to reach youngsters before they get in trouble. LEAP also is exploring the possibility of encouraging projects to develop programs for adults, drop-outs, and other persons who cannot be reached through regular school offerings.

For further information about the Law, Education And Participation project contact:

Ms. Vivian Monroe, National Executive Director
Todd Clark, National Education Director
609 South Grand Avenue, Suite 1012
Los Angeles, California 90017
213–627–7048

Phillip Fishman, Midwest Regional Director
F. Tower, Suite 318
5600 Oakland Avenue
St. Louis, Missouri 63110
314–645–6870

Sharon Franz, Eastern Regional Director
Harriet Bickelman, Eastern Education Director
Temple University Law Center
1715 North Broad Street
Philadelphia, Pennsylvania 19122
215–787–7861

Law in a Free Society (LIFS)—National Project

Law in a Free Society is a project of the State Bar of California, conducted in cooperation with the faculty of the Schools of Law and other departments of the University of California, Los Angeles and UCLA Extension (see description of LIFS statewide project in this Appendix). With a portion of its funds from LEAA agencies ($242,448 from LEAA; $200,000 from Region IX; and a $26,666 cash match from California's Office of Criminal Justice Planning), LIFS in 1973 set the groundwork for disseminating its model and otherwise assisting projects throughout the country.

Administration

The national project is not structurally distinct from LIFS. It has no separate governing body and administrative staff, nor does it have a separate budget. Rather, LIFS curriculum developers and specialists in teacher training and instructional techniques are available to state and local projects as consultants. LIFS's executive director also heads the national project.

Materials

LIFS has developed curricula for all elementary and secondary grades. Curricula are organized around eight concepts—freedom, diversity, justice, privacy, participation, responsibility, authority, and property. The curricula utilize subject matter from various disciplines, including law, economics, philosophy, political science, and anthropology. Four volumes on each concept have been developed—*A Guide to Teacher Education, A Casebook, A Curriculum,* and *Lesson Plans.*

Under a $739,071 two-year grant from the National Endowment for the Humanities, LIFS is now developing student materials. Heretofore, its materials were designed for use in in-service programs to train elementary and secondary teachers, rather than for use by students.

Aiding Other Projects

In disseminating its model to state and local projects outside of California, LIFS provides various consulting services, including demonstrations of instructional strategies for teacher training and classroom instruction, assistance in marshaling the support of the organized bar and other community groups, and assistance in determining funding needs, locating funding sources, and preparing funding proposals. Typically, these services involve one or more initial visits to project sites by LIFS staff members. Since LIFS considers that projects must have the broad-

00248

based support and involvement of an interdisciplinary group of educators, lawyers, law enforcement officials and other community leaders, the first task often involves suggestions regarding the formation and functions of such a group. LIFS staff members also explain the philosophy and objectives of LIFS, and assist in developing teacher-training programs. Subsequent LIFS consultations on these and other matters are designed to help projects become self-sufficient. LIFS provides materials for in-service pilot programs in areas that cannot otherwise afford them. Additionally, the project offers its materials for sale at cost.

LIFS convened a two-day meeting in the summer of 1974 to bring together approximately 45 persons who have experience with the LIFS model in California and 45 persons from projects outside of the state assisted by LIFS, for the purpose of extensive discussions on the problems and opportunities of law-related education. YEFC staff participated as resource leaders at this conference.

LIFS estimates that it has assisted approximately 25 state and local projects. These projects differ greatly in size, objectives, and activities. For example, some consist of informal groups of 10 to 20 teachers while others, such as the Utah Law in a Free Society Project, offer intensive in-service teacher-training programs, based directly on the LIFS model and materials. The decision to adopt the LIFS model completely, to adapt portions of it, or to use other models rests with a local group responsible for project design and implementation.

The Future

LIFS is now seeking to continue its assistance to incipient and expanding programs nationwide through two means: (1) an extension of its present grant (which expired October 31) through the end of calendar year 1974; and (2) provision of a new grant. A grant application is currently pending.

If these means fail, LIFS will be able to offer limited assistance to local projects. It will be available to consult on-site only with projects which can pay travel expenses of LIFS staff members, though it will continue to consult with projects around the country by telephone.

For further information about the Law in a Free Society national project, contact:

Charles N. Quigley, Executive Director
606 Wilshire Boulevard, Suite 600
Santa Monica, California 90401
213–393–0523

Law in American Society Foundation (LIASF)

The Law in American Society Foundation promotes the incorporation of law-focused education courses in elementary and secondary schools. Its major activities are providing assistance in the establishment of projects, training teachers, and developing curricula.

Background and Funding

In 1963, the Chicago Bar Association assembled a group of Chicago educators, judges, lawyers, and law enforcement personnel to discuss the establishment of a legal education program for elementary and secondary school teachers. Out of this group came the Law in American Society Project, formally established in 1966 by the Chicago Board of Education and Chicago Bar Association. Two years later, the project received its charter from the State of Illinois and became the Law in American Society Foundation (LIASF). From 1966 to 1971, the project received funds from the U. S. Office of Education, the Chicago Bar Foundation, and the American Bar Endowment. One of the goals of the Foundation was the expansion of its activities beyond the Chicago inner-city. With funding from the Illinois Law Enforcement Commission, it established the Illinois Project on Law-Focused Education (see description in this Appendix) as well as the Illinois Corrections Project in Law-Focused Education. Over the past three years, LEAA has provided more than $840,000 of discretionary funding for the activities of the National Center for Law-Focused Education, through which LIASF trains teachers and assists projects from across the country. The National Center is funded by LEAA through the end of calendar year 1975.

The National Center's annual budget is about $400,000, of which approximately $300,000 is provided by LEAA discretionary funding. The remainder consists of matching funds provided by currently funded projects; funds from some state planning agencies of LEAA which pay for the tuitions of teachers, corrections officers, and others who attend LIASF's summer institutes; and funds from LIASF itself. LIASF funding, in turn, comes from several sources, the largest being the royalties on LIASF materials. Other sources have included contributions from individuals and, in previous years, small grants from the Chicago Bar Foundation, the Illinois Bar Foundation and the Clement and Jessie V. Stone Foundation.

Administration

LIASF is under the guidance of a Board of Directors made up of attorneys, judges, educators, and law enforcement personnel from around

the country. A full-time staff of six educators divides its time equally between the Illinois Project and LIASF. This staff includes specialists in elementary, secondary, and corrections education, as well as an editorial director and an evaluations specialist. LIASF maintains its own office facilities, which it shares with the Illinois Project. Administrative overhead (rent, office furniture and equipment, utilities, and accounting services) is estimated at approximately seven percent of budget.

Materials

LIASF has produced a number of curriculum and resource materials. The *Trailmarks of Liberty* series focuses on constitutional concepts appropriate for the elementary, junior and senior high school grades. Their *Justice in America* series, designed for use on the junior-senior high school levels, consists of six paperbound volumes concentrating on such contemporary issues as urban life, welfare, housing, criminal law, consumer law, and the juvenile court system. Both of these series are distributed by Houghton-Mifflin. The project reports they have been adopted by more than 1,000 school systems.

Other materials include *Foundations of Justice*, a multi-media program for elementary grades, and *In Search of Justice*, a multi-media program for secondary schools. Both are available from Charles E. Merrill Publishing Company.

Materials available directly from the Foundation include a three-volume *Teacher Education Handbook Series* which provides detailed descriptions of summer institute workshops for the elementary, junior, and senior high school. An 18-set audio-visual series, entitled *Law Focus*, is primarily intended as a self-instructional, in-service teacher-training package. LIASF also publishes *Law in American Society*, a journal dealing with law-focused education.

Teacher Training

The Foundation's summer institutes for teacher training, in operation since 1966, provide intensive training for participants from all parts of the country. At the institutes, participants learn about areas of substantive law as well as teaching strategies relating to those areas from a faculty composed of law professors, practicing attorneys, professors of education and political science, and experienced classroom teachers. The major activities in these institutes are conducted in courtrooms, conference rooms, and office space provided by the U. S. Courts.

Five concurrent programs are held during a three-week period each summer to accommodate the various interests of the participants; one on

teaching law in elementary schools, two on teaching law in secondary schools, and two on teaching law in correctional facilities. LIASF also offers administrative seminars of three or four hours in length which are conducted by a firm of management consultants. These sessions deal with such matters as means of determining funding needs and ways of locating possible funding sources. Upon successful completion of the summer institute, participants elect to receive graduate credit from Northwestern University, DePaul University, or the University of Illinois at Chicago Circle. Tuition for the 1975 institute will be $325.00.

Both in its teacher-training activities and in its instructional strategies for the classroom, LIASF emphasizes an open-ended, inquiry approach. As the teacher's guide to one of the Foundation publications states, "The pitch is not on rules, legal definitions, and legal theory. Instead the focus is on . . . issues and on the relationship between the law and accepted judicial practices in problem . . . situations."

Affiliated Projects

The Foundation has established formal affiliations with many of the projects it has helped initiate. A new project begins its pilot year by sending a team of educators to the Foundation's summer institute. Sometimes lawyers, parole officers, and corrections officers are also members of local teams.

During its first year, a project receives its major funding support and guidance from LIASF. Grants from LIASF to local projects average several thousands of dollars. In this pilot phase, resource and evaluation services are provided by the Foundation, with pilot projects self-governing in all matters of program planning and implementation. Projects are expected to become viable centers with self-generated funding upon the completion of their pilot phase. LIASF reports affiliations with 17 school district, 12 university and three corrections projects throughout the country. (These include a number of projects begun by the Illinois Project on Law-Focused Education.)

The Foundation reports that it decides to fund projects principally on the basis of the commitment of local school systems and community leaders, and the probability of successful continuation of the project after its initial phase. For example, LIASF seeks to determine if a school district is interested in fully incorporating law-focused studies into the curriculum, and not merely treating such projects as experiments or temporary additions to the curriculum. Also, the Foundation favors projects with an interdisciplinary board of directors, composed of school repre-

sentatives, lawyers, law enforcement personnel, and others who are in a position to support long-term implementation of the project.

LIASF makes a number of services available to its affiliated projects. Throughout the pilot year, the Foundation provides some consulting help. In subsequent years, consulting help is available, though new projects have first claim on such assistance. Projects may borrow audio-visual materials, simulation games, books and articles from the Foundation's resource library. Evaluation assistance is also offered to projects.

LIASF conducts an annual National Conference on Law-Focused Education in which project directors, lawyers, educators, law enforcement personnel, and other interested parties from across the country participate. Through formal and informal meetings, the conference provides a vehicle for the personal exchange of ideas and information regarding law-focused education.

LIASF reports that its affiliated projects have developed very different approaches to in-service teacher training, use of materials, and patterns and priorities of development.

The Future

LIASF has initiated a continuing program to develop university courses in law-focused education. Approximately 12 university-based projects assisted by LIASF now offer courses designed to prepare future teachers to be instructors of law-focused curricula. Recognizing the importance of such pre-service education, LIASF plans to direct more of its energies towards establishing university-based programs.

LIASF has also begun several corrections-based law-focused education projects in the past several years. It believes that these projects can help students in correctional institutions understand the law and encourage them to develop behavior patterns that are both personally satisfying and socially acceptable. It hopes to begin more such projects.

For further information on the Law in American Society Foundation, contact:

Dr. Robert H. Ratcliffe, Executive Director
33 North LaSalle Street
Chicago, Illinois 60602
312-346-0963

APPENDIX 7

DISSEMINATING PROJECTS IN LAW-RELATED EDUCATION

INTRODUCTION

We include here the names and addresses of some projects in law-related education which are able to provide various types of assistance (*e. g.*, consultation, teacher training, building community support). We have used an asterisk to indicate those projects which were described at length in Appendix 6. For fuller descriptions of the projects included here, as well as descriptions of approximately 225 other law-related education projects, see YEFC's *Directory of Law-Related Educational Activities* (single copies available free on request to YEFC, 1155 E. 60th Street, Chicago, Illinois 60637).

NATIONAL PROJECTS

ABA Special Committee on Youth Education for Citizenship

Joel F. Henning, Staff Director
American Bar Association
1155 East 60th Street
Chicago, Illinois 60637
312–493–0533

* Law, Education And Participation
A National Project of the Constitutional Rights Foundation

Vivian Monroe, Executive Director
Constitutional Rights Foundation
609 South Grand Avenue
Los Angeles, California 90017
213–627–7048

* Law in American Society Foundation

Robert H. Ratcliffe, Executive Director
33 North LaSalle Street
Chicago, Illinois 60602
312–346–0963

00254

* Law in a Free Society

Charles N. Quigley, Executive Director
606 Wilshire Boulevard, Suite 600
Santa Monica, California 90401
213–393–0523

STATEWIDE PROJECTS

Alabama

Committee on Citizenship Education for Youth

Thomas G. Greaves, Jr., Chairman
Alabama State Bar
Box 123
Mobile 36601
205–432–5511

California

* Law in a Free Society

Charles N. Quigley, Executive Director
606 Wilshire Boulevard, Suite 600
Santa Monica 90401
213–393–0523

Colorado

* Colorado Legal Education Program

Mary Jane Turner, Program Coordinator
Social Science Education Consortium
University of Colorado
855 Broadway
Boulder 80302
303–492–8155

Florida

Youth and the Law

Robert Foss, Director of Public Affairs
The Florida Bar
Tallahassee 32304
904–222–5286

00255

Georgia

Georgia Foundation for Law-Focused Education, Inc.

R. Keegan Federal, Jr., Director
540 One West Court Square
Decatur 30030
404–377–1786

Hawaii

The Hawaii Committee on Legal Education for Youth

Gerald A. Sumida, Chairman
P. O. Box 656
Honolulu 98809
808–524–5112

Illinois

Illinois Corrections Project in Law-Focused Education

John T. Hungerford, Director
33 North LaSalle Street
Chicago 60602
312–346–0963

* Illinois Project for Law-Focused Education

Robert H. Ratcliffe, Director
33 North LaSalle Street
Chicago 60602
312–346–0963

Kansas

Kansas Law in Education

Professor David L. Ryan, Coordinator
Washburn University Law School
Topeka 66621
913–235–5341

Louisiana

American Citizenship Committee

Alvin B. King, Chairman
Louisiana State Bar Association
301 Loyola Avenue
New Orleans 70112
504–522–9172

00256

Massachusetts

In Search of Justice

Steven Corin, Chairman
Massachusetts Bar Association
One Center Plaza
Boston 02203
617–523–4529

Minnesota

Citizen's Council on Delinquency and Crime

David Whitney, Education Director
Correctional Service of Minnesota
1427 Washington Avenue South
Minneapolis 55404
612–339–7227

The Student Lawyer/Children and the Law

Gerald H. Regnier, Executive Director
Minnesota State Bar Association
100 Minnesota Federal Building
Minneapolis 55402
612–335–1183

Missouri

* Rights and Responsibilities of Citizenship in a Free Society

E. A. Richter, Administrator
Missouri Bar Association
326 Monroe
Jefferson City 65101
314–635–4128

Nevada

Law-Related Education Demonstration Project
Jim Bean, Consultant
Office of Educational Accountability
Department of Education
Carson City 89701
702–885–4470

00257

New Jersey

* Institute for Political/Legal Education
Barry E. Lefkowitz, Director
Box 426
Glassboro-Woodbury Road
Pitman 08071
609–589–3410

Law-Focused Education
Joan M. Donnelly, Director
School of Education
Seton Hall University
South Orange Avenue
South Orange 07079
201–762–9000 X286

New York

New York State Bar Association
Dan Goldstein, Director of Public Relations
1 Elk Street
Albany 12207
518–445–1211

Oklahoma

Law for Public School Use
Ira Eyster, Director
555 Constitution
Norman 73069
405–325–1711

Oregon

High School-Related Law Courses
Helen Riordan, Coordinator
Education Sub-Committee
Oregon State Bar Committee on Public Service and Information
Oregon State Bar
808 S.W. 15th Street
Portland 97205
503–229–5788

00258

Pennsylvania

* Statewide Law-Related Education

Robert L. Schell, Project Director
Pennsylvania Department of Education
Box 911
Harrisburg 17126
717–787–6743

Utah

Utah Law in a Free Society Project

Edward Parker, Project Director
Salt Lake City School District
440 East First South Street
Salt Lake City 84101
801–322–1471

Virginia

Youth Citizenship Education Project

James Woodson
Virginia State Bar
5th & Franklin Streets
Richmond 23219
703–776–2061

Washington

Washington State Young Lawyers Law-Focused Education Committee

L. L. Longfelder, Chairperson
1010 Hoge Building
Seattle 98104
206–682–8813

West Virginia

Criminal Justice Curriculum

Dr. Jack Newhouse, Coordinator
West Virginia Department of Education
1900 Washington Street East
Charleston 25305
304–348–2718

,08:59

Laws for Young Mountaineers

Thomas Tinder, Chairman
Public Education Committee
West Virginia State Bar
Young Lawyers Section
1900 Washington Street
Charleston 25305
304–348–2400

Wisconsin

Project Inquiry

Gerald T. Conklin and Christopher J. Wilcox, State Co-Chairmen
Wisconsin Bar Foundation
402 West Wilson Street
Madison 53703
608–257–3838

LOCAL PROJECTS

California

* Youth and the Administration of Justice

Richard Weintraub, Director
609 South Grand Avenue
Los Angeles 90017
213–627–7048

District of Columbia

* Street Law—D.C. Project on Community Legal Assistance

Jason Newman, Director
Edward O'Brien, Deputy Director
Lenore Cameron, Asst. Deputy Director
Georgetown University Law Center
412 5th Street, N.W., Room 604
Washington 20001
202–624–8235

00260

Nebraska

* Lincoln-Lancaster County Criminal Justice Education Program

Ben Goble, Director
550 South 9th Street
Lincoln 68508
402–473–6214

Ohio

* Center for Law-Related Education

David Naylor, Executive Director
635 Pharmacy Building
University of Cincinnati
Cincinnati 45221
513–475–3982

Texas

* Law in a Changing Society

B. R. Sullivan, Director
3700 Ross Avenue
Dallas 75204
214–824–1620

†

00261

AMERICAN BAR ASSOCIATION

00262